IMPACT OF THE CSR CURRICULA IN HIGHER EDUCATION INSTITUTIONS FOR PRODUCING SOCIALLY RESPONSIBLE GRADUATES

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ABSTRACT

The pressures associated with the modern era has led to a concern that Higher educational institutions of Pakistan are lagging behind in their responsibility to equip their students/ graduates with the ethical and moral values that form the basis of CSR in the complex relationship between corporate institutions, both public and private, and society at large. The study will assess their corporate characteristics, level of commitment in socially responsible programmes, community work, elements of CSR in their curricula and their relationship with CSR teaching.
This study interprets rationales for greater corporate attention to societal needs as there are multiple reasons regarding the taking up of corporate social responsibility (CSR) and social involvement. It is important because CSR is ideal for success in all kinds of business/job. This will lead to an understanding of the relation between motivations and undertaking CSR practices along both ethical and economic dimensions and its impact on the performance of an organization. Information was gathered through websites, interviews of senior managers of fifteen different corporate institutions and senior managers/curriculum teams of HEIs from Islamabad, Lahore and Karachi. Discussion will be done as to how the HEIs can improve their CSR teachings which will affect the attitude of their students in being a responsible human being in all respect. This paper will address these issues from the perspective of teaching and training of CSR in Higher Education Institutions and their long lasting effect on social and organizational life. This study will also examine as to how the HEIs can address these concerns and improve their performance in imparting the knowledge and practices of CSR to their students.
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1.   Introduction

Today's organizations require socially responsible and educated people from the higher education institution as the task of the higher education is to add to this pool of highly responsible people and social improvement whose competences meet the long term demands of the market. The pressures associated with the modern era has led to a concern that Higher educational institutions of Pakistan are lagging behind in their responsibility to equip their students/ graduates with the ethical and moral values that form the basis of CSR in the complex relationship between corporate institutions, both public and private, and society at large. The study will assess their corporate characteristics, level of commitment in socially responsible programmes, community work, elements of CSR in their curricula and their relationship with CSR teaching. This study will also examine as to how the HEIs can address these concerns and improve their performance in imparting the knowledge and practices of CSR to their students.

As said "The development of a country is not solely responsibility of the government; every citizen should take part in achieving social welfare and improving the quality of life of the community and society as a whole" (Hidayati, 2011:104). Moody-Stuart (1999, in Moir, 2001:18) has noted: "we all need to assess the impact our business makes on society and ensure that we balance the economic, environmental and social aspects of everything we do".

As a result of this, the field of corporate social responsibility (CSR) has grown remarkably in recent years (Ofori and Hinson, 2007:178) and CSR policy has become central to the strategic management decision of every business organization (Crowther and Aras, 2009). Although the Higher Education Institutions have introduces ethics/professional ethics in as a course in their programs which did not serve the purpose according to the requirement of the student and the industry; throwing students into an ethics class which was insufficient both in theory and practice. Higher Education Institutions should thoroughly teach CSR because it's an issue being faced by the graduates and the corporate institutions. Teaching CSR in higher education institutions is really the key to getting widespread CSR in all the fields/subjects in educational institutions as it is not only the duty of business schools. CSR is equally important for science, law engineering, environmental sciences and architecture students as one day they will also be a part of business community. All these areas are incomplete without the knowledge of CSR. It is necessary to increase corporate participation in Corporate Social Responsibility (CSR) activities in the future and studies concerning practical CSR applications.

2.   Literature Review

For the development and advancement of a country, commitment and devotion of its masses is very important, they have to be fair in their deeds only then they can be called socially responsible. Corporate social responsibility is the commitment of any business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of Life (WBCSD, 2000). Corporate social responsibility (CSR) is also coming up as the corporate agenda, as society is more and more demanding that corporations act responsibly. A core part of CSR is ethical behavior which organizations feel is also the responsibility of Higher Education Institutions and that they should teach CSR at the higher education level both in theory and practice to make their students socially responsible. A lot of observers of higher education have noted lately the changing forces, trends and challenges in the European higher education. For example, Gibbons (2005) argues that nowadays universities are affected by the new context they operate in: "a rightward shift in political thinking, globalization, innovation and the knowledge economy" (p. 124). Under these circumstances, higher education is more competitive. The changing environment in which universities operate and the challenges that higher education has been facing are also mentioned by Barblan, Daxner, and Ivosevic (2007) and Eckstein (2003) (cited by Vukasovic, 2008): expansion of higher education; decrease of public expenditure for higher education; diversification of higher education provision; internationalization of higher education; commercialization of higher education; changes brought by the latest developments.

In Pakistan our ethical standards are very different due to two types of communities (khan, 2011) one is the survival community, they do not have access to the basic necessities of life, they are too much into religion and they do not trust each other using religion as and when they need for their own interest. Other one are the welfare communities, they have no issues of basic necessities, they believe in rights and there is less corruption and believe that no one is above the law and that is the main difference between these two communities. The gap between have and have not's leads to corruption and they fight for basic necessities which leads to unethical behavior in organizations. Since there are no formal teaching and practice is prevalent in our education system so this gap stays there and the people do whatever they feel is in their benefit not realizing their social responsibility and the values system. So it is

very important to introduce CSR in the curricula to train the students for the good of the society.

In recent years, increasing attention has been given to the concept of corporate social responsibility, which is defined as the obligation of the corporate decision makers to take action that protects and improves the welfare of the society as a whole, along with their own interests (Davis and Blomstrom, 1975). Matten and Moon (2005) asserts that corporate social responsibility refers to corporate policies and voluntary initiatives that assume responsibility for the interests of the society.

The beginning of the academic interest in CSR can be traced as far back as the 1850s (Balza and Radojicic, 2004; Doane, 2004; Smith, 2003), now it has acquired the position it currently has within teaching and research institutions, corporations, governments, intergovernmental agencies and NGOs (Garriga and Mele, 2004). The year 2000 was the watershed for attempts in support of CSR initiatives. For example, government leaders called for greater "corporate environmental and social responsibility and accountability" in the Johannesburg Declaration and Plan of Implementation of the 2002 World Summit on Sustainable Development (UN, 2002 and 2003). Along similar lines, the Commission of the European Communities published a Green Paper, "Promoting a European Framework for Corporate Social Responsibility", in 2001 (Aaronson and Reeves, 2002; Tencati et al., 2004).

Corporate Social Responsibility and Higher Education Institutions
CSR refers to voluntary initiatives taken by the business community to act responsibly. It is argued that companies can address social responsibility issues in a more efficient and productive manner if they are allowed to do so by themselves voluntarily and not in response to government regulations (Bryane, 2003). This is because regulatory approaches have several undesirable features that may be avoided through CSR (Gjolberg, 2003; Kemp, 1995). For example, in a regime where regulation is the only force behind social progress, companies that already performs well vis-a-vis CSR issues do not have any incentives to improve their performance further. Voluntary actions of companies may be shaped through their codes of conduct/code of ethics where the company publicly states what ethical and moral codes it will adhere to. Although in Pakistan companies have their code of ethics but they are not shared with the employees it is in response to government regulations which are to be followed and not the moral or ethical values. The reason is that they are not aware of CSR at their graduate level and the companies show their concern regarding the responsibility of the higher education institutions of imparting the knowledge of CSR.

In Pakistan although corporate institutions feel that practical ethics education is important for the development of flexible ethical management thinking and practice and these courses and their practical application will lead perfect ethical decision-making skills and leadership but are helpless to handle this due to lack of education of social responsibility. As said "thus, in practice, practical ethics education is an essential element for an organization and the teachers as leaders, "communicate regularly about ethics and values, who model ethical conduct, and who hold community members - faculty, staff and students - accountable for their actions" (Phillips, 2004, p. 12).

The Institute of Business Ethics (2006) defines a code of conduct as that which helps companies' to establish and articulate corporate values, responsibilities, obligations, and ethical ambitions of an organization. The statements provide guidance to employees on how

to handle situations which pose a dilemma between alternative right courses of action, or when faced with pressure to consider right and wrong (Adams et al., 2001). Voluntary initiatives and codes of conduct of individual companies have mushroomed over the last few years (Kerkow et al., 2003). Corporate Social Responsibility initiatives are expected to encourage voluntary cultural and managerial change in firms that will create the basis for sustainable development.

Although every corporate organization in Pakistan has an ethical statement but it transpired during the interviews that only some of the organizations share it and get it signed by the employee at the time of employment; but ethical statement does not mean anything to them, they just follows some of the company rules. When asked about the compliance of ethical rules like loyalty to the company they were of the opinion that if one will get good pay package, loyalty does not matter much as the company also does not fulfill their moral duties. Interviews also showed that they have not been exposed to any kind of CSR teaching or training.

Senior management opined that if the graduates were given proper education of CSR both through theory and practice they would understand the requirement of how to improve the company's competitiveness and a positive relationship between CSR and financial success. Corporate Social Responsibility (CSR) can improve the competitiveness of a company (see e.g., Burke & Logsdon 1996). In the long-term this implies a positive relationship between the CSR involvement of a company and its financial success. Link between CSR and financial performance and then focuses on the business benefits of CSR. It has a positive effects on company image and reputation as image represents ''the mental picture of the company held by its audiences'' (Gray & Balmer 1998, 696), which is influenced by communication messages.

CSR benefits in business can be classified into monetary and non-monetary benefits. Companies can improve their capital access by improving stakeholder relations. CSR activities can get the goodwill and support of governments, e.g. through the joint development of CSR standards. In most of the cases the companies are only concerned about their monitory benefits and as they are not concerned about their accountability so they keep on making money and ask their employees to work for profit maximization. In Pakistan only a few companies are involved in CSR activities which is again for the purpose of profit maximizing and their presence in the market, all this CSR is for marketing. Jónasson (2008) notes that there are some visible trends in the university sector. Some of these trends are universal, even if there are differences between countries due to culture and demography Another obvious trend which manifests both within Europe and beyond, around the globe refers to the fact that higher education becomes to certain extent a business activity" (p. 129). With a growing concern for corporate social responsibility (CSR), leading companies in various industries, driven by companies' stakeholders, consumers, societies and governments, are accelerating initiatives to demonstrate their CSR commitments. For positive impact from company's CSR activities on their image, financial performance and decision making A modern concept of CSR has evolved since the 1950s, formalized in the 1960s and proliferated in the 1970s (Carroll, 1999). Based on various studies from the CSR literature (Carroll, 1999; Engardio et al., 2007; Hart, 1995; Holme and Watts, 2000; McWilliams and Siegel, 2001; Nicolau, 2008; Tsoutsoura, 2004), CSR can be broadly defined as the activities making companies good citizens who contribute to society's welfare beyond their own self interests. Throughout the past several decades, numerous aspects of CSR have been the

subject of investigation in academic and business literature, and according to the framework of Schwartz and Carroll (2003), economic, legal and ethical domains can be epitomized as the most common components of CSR.

Generally, CSR is explained as corporate engagement in socially responsible behaviors in response to societal demands, the desires of influential stakeholders, and the ability of such activities to increase competitiveness, stock performance, and legitimacy (Carroll, 1979; Freeman, 1984; Whetten, Rands, & Godfrey, 2001). Some activities involve furthering a social good that is not required by law (McWilliams, Siegel, & Wright, 2006) while other endeavors are part of a legal system that strives to ensure a baseline of responsibility among all corporations. Socially responsible behavior is synchronized with the economic, ethical, and moral expectations of society at a given point in time (Carroll, 1999; Whetten & Mackey, 2002).

CSR communication allows corporations to demonstrate their fit in society and appeal to stakeholders for support. CSR as a form of public relations has been described as "dialogue with the surroundings an unavoidable condition for action, encouraging initiatives and generating more projects" (Chavarria, 2007, p. 148).

CSR is usually a long-term proposition and a way to promote social trends in order to improve society's basic order, which consists of obligations that include both the legal framework and social conventions. There are more ways to get away with less than ideal behavior in search greater profits. Nearly everyone agrees that this is not a good thing; but a way for both companies and society to prosper. But in Pakistan although companies are less constrained by the basic society order still our Higher Education Institutions are not giving much importance to CSR and the net result is the concern of the corporate institutions that the graduates of Higher Education Institutions are lagging behind in so many areas of their interest which are stake holders, profits, accountability, work ethics, leadership, loyalty, integrity, commitment, norms and values.

To the extent that there is today a critical debate on the consequences of CSR it is essentially limited to whether or not different CSR-activities are efficient in delivering what they promise, i.e., financial value and social legitimacy (see, e.g., Griffin, 2000; Rowley & Berman, 2000). CSR is a taken for granted in today's Higher Education Institutions in Pakistan as it has not been taught in theory and practice as it should be; which is the need of organizations so that a graduate should act responsibly in important decision making, problems and challenges and of their environments. Corporate social responsibility is an inspiring, challenging, and strategically important development that is becoming an increasingly important priority for companies of all sizes and types and for that a student has to be prepared during their higher education. In a developing country like Pakistan CSR initiative is desperately needed despite existing constraints for this we need systematic planning and stronger determination on the part of Higher Education Institutions to set this new trend in motion. CSR program is a major commitment, one which may require changes and it require a determined effort and collaboration between Higher Education Institutions and Higher Education Commission (HEC).

In a research done in ethics teaching is somewhat mixed (Dunfee and Robertson, 1998; Roussouw, (2002). Cowton and Cummins (2003). In the case of Pakistani organization interviews conducted at Higher Education Institutions it came to our knowledge that most of

the institutions are not teaching ethics/ CSR as a subject but they have integrated it with religious studies or a chapter in different subjects like management, marketing and leadership. This could be a consequence of the shortage of ethics specialists, or evidence of unresponsiveness to the importance of ethics provision in the curriculum. "But in other countries of the world, there are examples of innovation in ethics teaching, where the experiential, action-learning based projects at Wharton School are taught jointly by faculty from their Ethics and Leadership programmes (Friedman, 1996). Trompenaars and Hampden-Turner (1997, 1999) developed an interactive-learning programme for cross-cultural assessment of moral dilemmas. In spite of such initiatives, the prime concern about the teaching of CSR /ethics remains the degree to which it is vital to the curriculum".
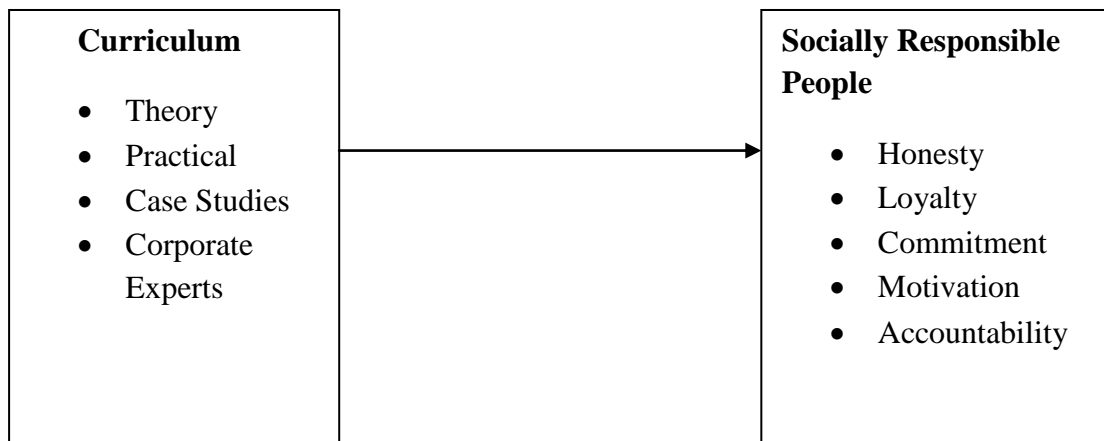
Similarly, there are many views regarding the challenge of transferring ethical learning from the classroom into the corporation. Cordiero (2003) asserts the development of ethical behavior in managers ought to be grounded in their development as leaders, "ethics is not something a manager 'does'; it is something that a manager 'is'". Pfeffer and Fong (2004) "argue that most effective and influential ethics education is best located within a pedagogic framework more akin to traditional professional education. This would incorporate clearly stated professional values and responsibilities, consistent with other established professions, a code of ethics and responsibilities should be defined with clear guidelines for those that violate professional standards, and disciplinary procedures to encourage non-tolerance of ethical malfeasance. The appropriateness of specific pedagogic options is not the only source of difficulty with regards to the effectiveness of ethics education in higher education institutions". In Pakistan organizations have this concern that CSR knowledge is no being given to the students during their education which has a negative effect on loyalty, commitment and social responsibility.

In Pakistan some time ago ethics/professional ethics was included in higher education curricula's but due to the terrorism issues in Pakistan these subjects have been withdrawn. The other reason for this was that the trained professionals in this area are not available and the institutions have not been able to get hold of the people working in industry which can share their experiences and case studies with the students to enhance their knowledge. Earlier Islamic studies was being taught regularly in higher educational institutions but due to the issue and mixed approach in teaching religious studies they have changed the subject/content. "There is a strongly held view amongst some academics that institutions are reluctant to incorporate moral and ethical thinking into university curricula (e.g., Scott, 1988; Sims and Sims, 1991).
Kelly (2005) has observed that a number educational institutions in UK are reducing or removing ethics teaching altogether from their curricula, which might be as a result of a lack of availability of appropriately qualified staff, over-crowded curricula and indifference among staff not involved in ethics teaching. Pfeffer and Fong (2004) argue that problems arise from the tensions between a market-like orientation to education and an absence of a professional ethos and the result is a compromising of the values and the very character of higher education" (1997, p. 19). Pfeffer and Fong (2004) support the role of business schools in the development of intellectual capital for corporations and nations, but argue that, business school marketing focuses on enhancement of careers and salary: a position, more likely to facilitate careerist ethical egoism than a more normative sense of civic virtue or moral agency within leadership". Pfeffer, J. and C. T. Fong: 2004.

"Scholars are concerned with 'the careerist value proposition' root at the core of school ethos. As students become viewed as customers, business values begin to drive the academic agenda, and the result is a compromising of the values and the very character of higher education" business school marketing focuses on enhancement of careers and salary: a position, more likely to facilitate careerist ethical egoism than a more normative sense of civic virtue or moral agency within leadership. Stronger justification for this relationship between CSR teaching in education and corporate identity has been identified by the organizations. Some have questioned whether by meeting the needs of business, educational institutions have been less sensitive to, at best, and at worst, more tolerant of the excesses of business. Empirical research by Pfeffer and Fong (2004) and Gioia and Thomas (1996) on the changing identity of academic institutions during periods of strategic change, are illustrative of this position. In this context, a concern is whether current business school identity embraces or neglects identity characteristics consistent with an ethos of professionalism in terms of ethical action and CSR".

Theoretical Framework and Development of Prepositions

Curriculum	**Socially Responsible People**
• Theory • Practical • Case Studies • Corporate Experts	• Honesty • Loyalty • Commitment • Motivation • Accountability

Theory and Practice
Theory and practical are both important for the understanding of a subject. In a subject like CSR both theory and practice complement each other; if you know the theory this means you have the knowledge but if you do not have the practical experience one will not be able to apply the theory. So in CSR both theory and practice are important, until you do not involve yourself in social activities only knowledge is useless. As Kurt Lewin pointed out" there is nothing as practical as a good theory and practice is never theory free."
P1: CSR practice and case studies will raise the level of understanding of ethics resulting in higher commitment.
Above mentioned facts leads us to the given theoretical frame work. Several aspects of the curriculum have been studied but the curriculum of CSR is missing in all the studies. To operationalize this we have to see why theory, practice, case studies and interaction with experts is important. The theoretical basis of this study is the induction of CSR in the curriculum and its linkage and impact on being socially responsible. The theoretical framework of this study is developed on the basis of a number of relevant factors and theories which are discussed in the literature review. In this study, it has been shown that theory; practice, case studies and the lectures / experiences with the experts can be shared to make people socially responsible, committed, loyal, motivated and accountable for their actions. "Higher Education exists to serve the public interest and is not a „commodity", a fact which WTO member states have recognized through UNESCO and other international or

multilateral bodies, conventions, and declarations. The mission of higher education is to contribute to the sustainable development and improvement of society as a whole by: educating highly qualified graduates able to meet the needs of all sectors of human activity; advancing, creating and disseminating knowledge through research; interpreting, preserving, and promoting cultures in the context of cultural pluralism and diversity; providing opportunities for higher learning throughout life; contributing to the development and improvement of education at all levels; and protecting and enhancing civil society by training young people in the values which form the basis of democratic citizenship and by providing critical detached perspectives in the discussion of strategic choices facing societies." (AUCC, 2001).

Corporate Experts

Corporate experts have the practical knowledge of their organizations and the issues they have faced and they can be of great help to the graduates who will be joining the organizations after their studies. If the graduates have the exposure to these experts if will be a lifelong learning for them; at least they will get some information on issues that can come up in their fields and various ways of handling it. We can tale an example of accountability which is another contested concept (Bovens, 2007; Kearns, 1994; Mulgan, 2000; Sinclair, 1995). In its most narrow and familiar sense, accountability refers to a process of regulatory compliance to a higher authority through explicit standards of performance, typically enforced through enhanced monitoring and disclosure regimes and sanctions for non-compliance. (Jos and Tompkins, 2004; Kearns, 1994).
P2: Teaching of CSR by corporate experts leads to socially responsible people

This understanding of accountability has emerged primarily from accountancy-based literature, where accounts on the financial performance of an organization are provided to shareholders through scheduled audit and reporting practices (Unerman et al., 2007). People with the knowledge and training of CSR will act fairly in this situation and comply with the process of regulatory compliance.
P3: CSR experience with experts develop the sense of accountability in the graduates

CSR has a positive effect on the loyalty to ones organization as institutions have a responsibility to provide practitioners with training in the basics of ethics (Pfeffer and Fong, 2004) which will lead to a learned workplace and will arouse socially and ethically based corporate activities and programmes. HEIs in the first place are providing CSR education and if they are under the name of ethics education, that serves only to inform the students about some basic manners, values and legal practice and responsibility in organizations with no practice. The HEIs need inculcate ethically and socially responsible thinking and teaching of practical ethics programmes taught by devoted and engaged industry people who can share their experiences with these students and also discuss the case studies to clarify the concept of CSR. Boo and Koh's (2001) research found top management support, links between ethical behavior and career success and organizational ethical climate are all necessary for effective ethical codes. Institutions feel that corporate malfeasance can be avoided by employing and appropriately monitoring business ethics practices and procedures but this should have been taught at the higher education level when these students are ready to enter the market". Teaching of CSR theory leads to commitment towards doing good and forbidding evil
P4: Inductions of CSR courses in Higher Education Institutions will raise the level of value and ethics of the students.

CSR has a positive effect on employee motivation, retention, and recruitment. On the one hand, effects in this area can result from an improved reputation. On the other hand, CSR can also directly influence employees as they might be more motivated working in a better working environment and draw motivation from the participation in CSR activities which are the means to reduce or manage CSR-related risks.

P5: CSR has a positive effect on the loyalty to one's organization

The major gain could be considered twofold. Firstly, those who take Business Ethics and Corporate Social Responsibility courses are expected to develop a critical approach in evaluating the ethical behavior of organizations in relation to corporate social responsibility, and thus to promote more responsible behavior in the corporate world. They will not only be career and salary oriented but will be loyal and honest.

P6: Study of CSR in higher education leads to loyalty and honesty

The second benefit for students who actively participate in such social responsibility projects might be the improvement of their ability to face real-life problems, getting involved in the accomplishment of a project, and a hands-on application of their studies. It is expected that the students will gain a deeper understanding of the concept of social responsibility, have a greater appreciation for the rights and responsibilities of citizenship and have a better sense of their role and place in their own society. Moreover, these initiatives provide the opportunity for people from various cultural back grounds and from different socioeconomic levels (top management, faculty, students and residents) to become integrated.

P7: CSR activities in higher education raise the level commitment and motivation in the graduates

Case Studies

Case studies are an important method in teaching/training. Case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). Case studies have been used in varied investigations, particularly in sociological studies, but increasingly, in instruction. Yin, Stake, and others who have wide experience in this methodology have developed robust procedures. When these procedures are followed, the researcher will be following methods as well developed and tested as any in the scientific field. Whether the study is experimental or quasi-experimental, the data collection and analysis methods are known to hide some details (Stake, 1995). Case studies, on the other hand, are designed to bring out the details from the viewpoint of the participants by using multiple sources of data. Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions; the case provides an analytical framework which the case highlights. So the case study method in the teaching of CSR will give exposure to real life issues and solutions, which will help the students in understanding the situations and then various ways of handling it.

P8: Case study method in teaching of CSR has a positive effect in being socially responsible students.

Methodology

For this study senior management of 15 corporate organizations were interviewed to find out about the code of ethics and implementation of CSR. They were also asked to give their views about graduates of various higher education institutions and their attitude as far as commitment, loyalty, honesty and level of motivation towards their work. Similarly senior management and curriculum teams of 15 higher education institutions were interviewed to

find out their opinion about introducing CSR in the curriculum and its importance in the life of a human being with respect to being socially responsible.

Need of the organizations of CSR to the teachings at Higher Education Institutions and analysis of the consistency of CSR and ethics teaching provision was done. To find out the evidence website for the institutions were visited, the mode and type of provision was observed. We examined teaching to assess whether teaching was integrated or was delivered as a separate CSR/ethics module.

In the end discussion will be done as to how the HEIs can improve their CSR teachings which will affect the attitude of their students in being a responsible human being in all respect. This paper will address these issues from the perspective of teaching and training of CSR in Higher Education Institutions and their long lasting effect on social and organizational life. This study will also examine as to how the HEIs can address these concerns and improve their performance in imparting the knowledge and practices of CSR to their students.

Discussion/Conclusion

Results have shown that there is no curriculum for CSR in higher educational institutions. In some cases the programmes had one module on Ethics. Ethics provision on the undergraduate degree programmes was also noted but most of the institutions did not offer this subject. We looked for evidence of support of programmes, projects or initiatives that are socially engaging. These programs were being run by some of the departments but not as a university or compulsory activities. In some institutions if these activities are in practice; the reason is that the students are given marks for that activity and to get more marks students are involved in it but not as their responsibility. Even if they included ethical activities run by the institute, this was also judged to be having no evidence.

The mission statement, vision statement was used to further assess the declared intentions of the school with regard to the four CSR components. "No significant preference for integrated or separate provision for ethics teaching was evident. As far as relationships between the macro and competitive environments are concerned it showed a positive attitude towards CSR which in turn has impact on the institutions and its ethics education provision". This is consistent with Baker and Balmer's (1997) observation that universities are more concerned to communicate the quality of their educational provision than the uniqueness of their identity.

The interview findings revealed that the social responsibility initiatives can be grouped under three main headings. These are: the contribution of the university in terms of teaching ethics and corporate social responsibility to its students, the contribution to the education of communities and the contribution to the well-being of the society. One of the main criticisms of higher education institutions is that the socially irresponsible and ethically doubtful assumptions of certain core doctrines, theories and concepts dominate the curriculum and discourage awareness of CSR and ethical behavior among students at university level and senior managers at the organizational level.

The corporate social responsibility movement has begun to effectively leverage these key points of influence to enhance the social conscience and accountability of corporations. The higher education partnerships need to develop mechanisms to leverage the points of influence on colleges and universities. In other words, foundations, communities, and universities

themselves require effective evaluation methods to enhance the success. The corporate social responsibility movement is still developing, but more are working to develop mathematical models that demonstrate the cost of being socially irresponsible (Waddock & Smith, 2001).
CSR is not or should not be separated from organizations and its operations: it is about integrating social and environmental concerns into business strategy and operations; CSR is how enterprises interact with their internal and external stakeholders (employees, customers, neighbors, non-governmental organizations, public authorities, etc. should function in a responsible way. While pressures to make profits are higher, stakeholders expect ever-increasing standards of accountability and transparency. Business responsibility and its relationship to the community in which it operates and seeks to serve, is more important than ever. CSR is about the ways an entrepreneur can add value to his business by taking a closer look at some of the social and environmental aspects of the operations. In this sense the Business Dictionary (2009) provides a very simple and concise definition of social responsibility: "obligation of an organization's management towards the welfare and interests of the society which provides it, the environment and resources to survive and flourish, and which is affected by the organization's actions and policies".

Corporate Social Responsibility is about the need to strengthen civic commitment and active citizenship; it is about volunteering, about an ethical approach, developing a sense of civil citizenship by encouraging the students, the academic staff to provide social services to their local community or to promote ecological, environmental commitment for local and global sustainable development. Reiser (2008) defines the CSR concept as "a policy of ethical quality of the performance of the university community (students, faculty and administrative employees) via the responsible management of the educational, cognitive, labour and environmental impacts produced by the university, in an interactive dialogue with society to promote a sustainable human development." A lot of observers of higher education have noted lately the changing forces, trends and challenges in the European higher education. For example, Gibbons (2005) argues that nowadays universities are affected by the new context they operate in: "a rightward shift in political thinking, globalization, innovation and the knowledge economy" (p. 124). Under these circumstances, higher education is more competitive.

The changing environment in which universities operate and the challenges that higher education has been facing are also mentioned by Barblan, Daxner, and Ivosevic (2007) and Eckstein (2003) (cited by Vukasovic, 2008): mass expansion of higher education; decrease of public expenditure for higher education; diversification of higher education provision; internationalization of higher education; commercialization of higher education; changes brought by ICT development. These views are largely similar to those of Felt (2003) who pointed out that despite the historical, social, political differences between countries; there are at present some commonalities in the higher education system". In this context, universities as organizations, are supposed to respond to change and adapt in order to meet the challenges of today's and tomorrow's world.
CSR education emerges both as a need and a tool to educate the future graduates in a socially responsible manner. They may promote individual socially responsibility through exposure to the concept, theory, practice, case studies and exposure to experts of the fields of corporate social responsibility. Besides universities and business sector should be considered when discussing such changes in the course content.

Another solution is to create special courses with the topic of Corporate Social Responsibility, as either core or an elective. Teaching optional modules on CSR can be an approach to mainstreaming CSR by the universities. CSR can be a topic of practical assignments in the teaching process. Promoting CSR education consists of providing the formal curricula, with a combination of teaching activities such as seminars, lectures, conferences, special events, and practical projects. This may allow for the highest degree of diversity of approaches to CSR, along with the highest level of opportunities for practical skills and knowledge on the topic. Supplementing the lack of trained academic staff on teaching CSR could be an option. Organize the events/lectures/seminars and other activities with recognition of such activities. Universities should act as competitive actors in the education market promote quality education, teaching techniques and curricula be made to equip graduates with theoretical and practical skills of CSR. Integrating CSR into the business curricula will transform universities for social change within the community. By teaching CSR, universities, and specifically the business and economics faculties, will definitely contribute to educating the future socially responsible business elites.

Students should take every available opportunity for personal development, included in or outside of the formal curricula, acting in a socially responsible manner both as individuals and also as members of their respective professional community. They should generate pressure upon universities to provide high quality educational services. The business community is the practical side of CSR education and their input of including CSR in the higher education system is essential. Businesses should engage universities as partners, approaching their activities as student development opportunities and organizing them in collaboration with universities. The businesses have relevant resources on and start training programs for graduates while they are studying.

The Ministry of Education can provide an overall framework to support such changes. It should acknowledge the value of CSR education for business and watching over the quality of the higher education provided by universities. Government should make policies to promote theoretical and practical knowledge of CSR, in higher education institutions and corporate world.

Teaching CSR will not radically change Pakistani society or the higher education system. However, not teaching CSR will deprive students of development opportunities they need and expect and will undermine Romania's hopes for socially responsible business elites.

Future Research
This topic has the potential for future investigation. For further research, the author might consider designing a study that aims to measure the benefits attained from these initiatives by the involved parties, namely the communities, society, students and the university. Feedback can be gathered from parents, residents and universities regarding the social responsibility involvement of the university and the benefits that these disadvantaged individuals have obtained so that a better understanding can be developed regarding the promotion of CSR. Additionally, the students who took active part in CSR activities could also be interviewed in order to highlight the benefits that they have obtained from the projects. And finally, the effect of these socially responsible involvements on the corporate image and reputation of the university could also be measured.

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