



Keeping track of ‘corporate social responsibility’ as a business and management discipline: case of Pakistan



Zahid A. Memon^{a,b,*,1}, Yi-Ming Wei^{a,2}, Mark Gregory Robson^{c,3},
Muhammad Aamir Obaid Khattak^{d,4}

^a School of Management and Economics, Beijing Institute of Technology (BIT), 5 South Zhongguancun Street, Haidian District, Beijing 100081, PR China

^b Mehran University Institute of Science, Technology and Development (MUISTD), MUET, Jamshoro, Sindh 76062, Pakistan

^c School of Environmental and Biological Sciences, Rutgers University, 59 Dudley Road, Rm 204 A Foran Hall, New Brunswick, NJ 08901-8525, USA

^d Institute of Space Technology, Islamabad, Pakistan

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ABSTRACT

Many universities worldwide have been incorporating corporate social responsibility into their business and management curricula, research and training programs. In this study, we investigated the extent to which corporate social responsibility is introduced as an academic discipline in the business and management schools in Pakistan. We also cited general opinions on corporate social responsibility from the heads of academic institutions and queried them regarding their methods to introduce and integrate it into business and management education and training. A survey of business and management schools in Pakistani universities revealed limited levels of corporate social responsibility within the business and management curricula. We found that the level of corporate social responsibility in Pakistan is representative of corporate social responsibility education in other developing countries. In Pakistan, there was consensus among the respondents on the importance of incorporating corporate social responsibility as a future discipline to encourage sustainable socioeconomic development in the country. We concluded that although corporate social responsibility is emerging as an academic discipline in Pakistan, it could be better supported if universities engaged in an alliance with corporations and the government.

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1. Introduction

In the past few decades, businesses have been under increasing pressure to be accountable for their social and environmental impacts on society (Adams, 2004; O'Dwyer et al., 2005; Unerman, 2000). As a consequence, conventional ways of managing businesses based only on profit making have been changing. Responsible business codes have been evolving due to growing awareness

resulting from media attention (Siegel and Vitaliano, 2007; Baron, 2005; Berman et al., 1999), research activities, and training programs aimed at scrutinizing business activities and conduct. This growth has compelled corporate executives to recruit business managers with the sound knowledge and expertise required to run businesses on ethical grounds. This has been currently realized in the wake of the recent financial crisis and frequent corporate scandals that have raised questions about whether business school education contributes to the culture of greed (Wang et al., 2011). There has been wider criticism of business schools being engaged in promoting values aimed at sheer profiteering and forgetting societal values (Starkey and Tempest, 2009; Currie et al., 2010; Starkey et al., 2004).

One way to respond to these pressures has been to introduce and incorporate corporate social responsibility (CSR) and sustainability in the business and management curricula (Anders et al., 2013). CSR can be defined in several ways, but the most common is the definition of Carroll (1979), who stated that “social responsibility of business encompasses the economic, legal, ethical,

* Corresponding author. School of Management and Economics, Beijing Institute of Technology (BIT), 5 South Zhongguancun Street, Haidian District, Beijing 100081, PR China. Tel./fax: +86 10 68918651, +86 13810502523 (mobile).

E-mail addresses: memonzahidali2007@gmail.com, zam21@bit.edu.cn, memonzahid2007@yahoo.com (Z.A. Memon), ymwei@263.net (Y.-M. Wei), robson@aesop.rutgers.edu (M.G. Robson), aamir_mpa@yahoo.com (M.A. O. Khattak).

¹ Tel.: +92 022 2772430 31. Website: www.muett.edu.pk/muistd.

² Tel./fax: +86 10 68918651. Website: www.ceep.net.cn.

³ Tel.: +1 848 932 6276, +1 908 239 4923 (mobile); fax: +1 732 932 6535.

⁴ Tel.: +86 15811570165.

and discretionary expectations that society has of organizations at a given point of time". CSR has, over the years, invited the attention of staff in multinational companies, consultants, consumers, government and academia (Luning, 2012; Sanjay et al., 2012). It was also defined as one of the key concepts in the academic study of business and society relations (Porter and Kramer, 2006; Schwab, 2008; Windsor, 2001). CSR was taught as an academic discipline at global business and management schools as a way to incorporate sustainable values into businesses for societal good. This trend has been observed primarily in developed countries, as revealed by the literature review presented in the forthcoming sections.

Using questionnaires, we surveyed 67 business and management schools and specialized institutions offering a business degree in Pakistan. The survey measured the extent that CSR is recognized as an academic discipline in the country and assessed recommendations made by various respondents on how to introduce CSR into the curricula. We found that few schools are offering it as an academic discipline in Pakistan. The CSR-related knowledge of the heads of these institutions and a number of training initiatives being offered were encouraging. There was agreement among the respondents on the need to incorporate corporate social responsibility as an academic discipline to learn how to manage businesses in a sustainable and ethical manner. Furthermore, in their opinion, universities could be principal actors in sustainability through corporate social responsibility education.

In the subsequent sections of this article, we review global CSR and sustainability education trends via literary insights. Pakistan as a case study is discussed as a developing country in need of CSR culture and values to mitigate its socio-economic problems. It is followed by the methodology, the results and discussion and our conclusions.

2. Integrating CSR with business and management education: theoretical underpinnings

A considerable amount of literature has focused on the need to integrate CSR into business and management education to foster sustainable development⁵ values in society (Ceulemans and Prins, 2010; Lambrechts et al., 2013; Moon and Orlitzky, 2011). Lozano (2006) reported that sustainable development principles have been adopted by some universities in the world, but its wider incorporation in curricula and research is regrettably low. This observation is also supported by UNESCO's recommendation of integrating CSR and sustainable development into tertiary education (Calder and Clugston, 2005). Emphasizing the need for greater awareness of sustainability, the following argument is made:

"The concepts of Sustainable Development (SD) and sustainability have appeared as alternatives to help to understand, address and reduce current and potentially future, economic disparities, environmental degradation, and social ailments. However, these concepts are still unfamiliar to, or are misunderstood by many individuals and societies worldwide. In order to achieve real change it is necessary to facilitate greater awareness and understanding within and throughout societies" (Lozano, 2008).

This statement is prompted by the identification of the key roles the academia might play in initiating sustainability (Lozano et al., 2013; Zilahy and Huisinigh, 2009) and the university interactions culminating in the positive sustainability outcomes at the regional level as reported by Lukman et al. (2009). Academic institutions are better able to help corporations understand the role of their

sustainable development in society (Perez-Batres et al., 2011; Lozano et al., 2013). German businesses participated in education and training initiatives in a range of company-specific ventures (Roome, 2005), while a high percentage of Spanish universities also included CSR-related subjects in their curricula (Setó-Pamies et al., 2011). In their research on 200 full-time MBA programs in the universities of developed countries, Evans et al. (2006) reported that the amount of attention paid to ethics in the MBA curricula was higher.

With the growing importance of environmental and social issues for companies today, business schools have been increasingly introducing courses focused on environmental strategies, green innovation, carbon strategies and social responsibility, among other similar topics (Carroll Graduate School of Management 2011). Dizik (2010) argued that companies have been suggesting changes to business school courses for years, but firms have recently begun to try to make their mark on another subject, i.e., social responsibility and sustainability. Dizik further elaborated that while few CSR jobs are available to MBA graduates, having such experience is a plus when seeking employment at leading companies, such as Intel, Dow Chemical, or Campbell Soup. Regarding student acceptability, Heinemann (2011) reported that a remarkable percentage of business students surveyed expressed their willingness to adopt 'corporate social responsibility' as a new course that included ethics and sustainability. The integration of education and corporate responsibility to meet social responsibility targets and the role of education in fostering sustainable development have been emphasized by the EC (2011) and UNESCO (2005) as well.

In their research on how to integrate CSR and sustainable development (SD) with business education, Lozano (2010) and Ceulemans and Prins (2010) developed some approaches and methods to address the issue. After performing an academic audit of 580 courses across various disciplines in Cardiff University, Lozano (2010) used the Sustainability Tool for Auditing University Curricula in Higher Education (STAUNCH[®]) and suggested four approaches:

- Some coverage of environmental issues and material in an existing module or course;
- A specific SD course;
- SD intertwined as a concept in regular disciplinary courses, matching the nature of each specific course;
- SD as a possibility of specialization within the framework of each faculty.

Ceulemans and Prins (2010) presented a teachers' manual and method towards SD integration in curricula. The advantages of the manual are (1) its self-instructional nature, which provides great freedom to the teachers using it; (2) the possibility of using it individually, regardless of SD background and even without management support; and (3) its suitability for both pre- and in-service teacher training.

When investigating CSR education in Europe, Matten and Moon (2004) argued that the new imperatives for CSR pose a challenge for corporations to acquire appropriate skills and competencies. This, they stated, raises the question of the role played by universities and business schools in terms of:

- provision of graduates with CSR skills
- supply of CSR education for practitioners
- specialist CSR education for industries
- research to advance knowledge of CSR

⁵ There is a strong and established link between CSR and sustainable development, and the two concepts are often used interchangeably (Gustavson, 2008 cited in Brueckner and Pforr, 2011: p.79). CSR is also considered to be one of the first initiatives to foster sustainability (Lozano, 2009).

We searched the curricula of universities in various developed and developing countries through their web pages to find evidence of CSR in the academic programs they offer. It was found that CSR is already offered as a discipline by management and business schools in the universities located in the developed world. The table (Annexure A, page 22) contains over 100 top business schools offering degree programs in CSR. In addition to the USA, the UK, Australia, Canada and some countries in Europe, a few schools in Asia are also offering MBAs in CSR and Business Ethics (see Annexure A). Only five business schools (out of over 100) that offer MBA (CSR) degrees are located in developing countries. Four out of the eight business schools offering a business degree in CSR in Asia are located in India, and two each are located in Singapore and Hong Kong. It is very evident from the annexure that a wide gap in CSR education exists between the developed and developing countries. Similarly, *Dobers and Halme (2009)* suggested that there is far more research on CSR in developed countries than in developing countries; however, the need for CSR is more pronounced in the latter because there are gaps in social provision and governance in those countries. Few CSR or sustainability studies have been conducted in developing countries (*Luken, 2006*). However, a large amount of the abundant CSR research concerning Western countries may be inapplicable for developing countries (*Fox, 2004; Prieto-Carrón et al., 2006*).

Furthermore, most of the empirical studies conducted on CSR are focused on firms in the USA, Canada and the UK (*Hopkins, 2004* cited in *Silberhorn and Warren, 2007*). The development of CSR has been more extensive in Europe than elsewhere (*Tokoro, 2007*). The UK and Germany are the leading European countries with regard to CSR development, but this has been an under-researched area in developing countries (*Burgess and Steenkamp, 2005; Qu, 2007; Ciliberti et al., 2008*). We assume that these literary implications might be the result of a lack of CSR education and training in the developing part of the world and better CSR education in the developed part.

3. Case of Pakistan: a country needing to embrace CSR education

Pakistan is a developing country facing multiple socio-economic and environmental issues. Due to growth in its population and inadequate resources, most Pakistanis have been facing abject poverty (*ADB, 2008*). Pakistan is ranked 125 out of 169 countries on the Human Development Index (HDI) (*UNDP, 2010*). Due to variety of socio-economic and environmental problems that it is facing, there has been enormous stress on its natural resources and habitat, which is fundamentally linked to poverty in Pakistan (*Naqvi, 2010*).

The CSR literature pertaining to Pakistan indicates that its CSR problems are on the same level as those of other developing countries, i.e., it faces a lack of CSR education and research. This lack is also reflected by CSR compliance by various companies in Pakistan. Some companies in Pakistan have been donating to charity, but most of them restrict themselves to philanthropic activities only (*Waheed, 2005; Asfar, 2009*). Western-style CSR is in a nascent but developing stage in Pakistan (*Jaseem, 2006*). Moreover, CSR is routinely addressed in firms located in developed countries, but little is known about the perception of CSR in developing economies (*Jaseem, 2006*). There has been a growing body of literature focusing on environmental governance and its incorporation into business strategies; however, little has been found on corporate environmental issues in Pakistani firms because the concept of CSR is newer and not yet established in this country (*Khan, 2008; Nazir et al., 2010*). With regard to the dearth of CSR research in developing countries, *Egri and Ralston (2008)* stated

that “it is particularly troubling that there has been relatively little on-the-ground CSR research in countries where the need for corporate responsibility is most pressing due to greater poverty, environmental degradation, and institutional governance issues.”

We conducted a thorough search of the web pages of various companies in Pakistan to ascertain the level of CSR pursued in practice in the country. We found that most of them are focusing on health and education for marginalized segments of society through donations and charities. Corporate philanthropy and community development, as propagated in their sustainability reports, were the uppermost themes on their CSR agenda and investments. Other important aspects of CSR encompassing employee welfare, labor rights, anti-corruption, human rights and the environment were very rarely found to have received attention.

Given this CSR scenario in Pakistan, it was felt that the relevant knowledge and research emanating from universities could be a means to proliferate CSR culture and values, as obtained from studies conducted in its developed counterparts. The adoption of CSR by public and private enterprises in the country could mitigate these problems, as understood from *Egri and Ralston (2008)* and *Visser (2000)*. Other ways could include government support and corporate commitment based on seriousness and honesty in adopting CSR to gear sustainable socio-economic development. Pressure exerted by the civil society and NGOs was yet another way to put corporations under scrutiny for their adherence to CSR policies. However, these approaches were beyond the scope of this research.

A review of the literature indicated that CSR is widely recognized by business and management schools in developed countries as a core subject in business administration curricula and that these countries also have a clear edge in terms of CSR development. Knowledge produced through education, research and training in CSR may be the driving force behind better CSR development in developed countries. It is believed that CSR education and training could enhance CSR culture and values in developed countries.

4. Methods

We surveyed business and management schools in Pakistani universities to determine the level of acceptance of the global trend of making CSR a core business course. We sent a questionnaire to all of those universities with business and management schools offering MBA, M. Phil. and PhD degrees in business and management. There are 133 universities and degree-awarding institutions (DAIs) in Pakistan, of which 74 are in the public sector and 59 are privately owned (*Higher Education Commission of Pakistan, 2011*). Having searched the websites of all of the universities, we found that 36 universities/DAIs in public sector and 44 in private sector feature business and management schools. We sent questionnaires to the heads of 67 business and management schools to assess CSR as a business and management discipline. The lack of contact details on the websites was the reason for excluding the remaining 13 universities from the survey.

Concerning the particular school offering CSR or related courses, we included four broad categories: ‘business school’, ‘management school’, ‘business and management school’ and ‘other’. The category ‘other’ referred to commerce and economic departments, public policy institutions, etc., in which business-related degree programs were also offered. There was a fear that these institutions might not participate in the survey on the pretext that they did not belong to any of the first three categories and attempted to overcome this issue by introducing the ‘other’ category in the questionnaire. In addition to asking the respondents whether they offered CSR as an academic discipline and at what level of study, we felt that it was appropriate to ascertain their personal CSR knowledge. Hence, they

Table 1
Data analysis with respect to business and management schools.

Research question (RQ)	Business schools		Management schools		Business and management schools		Others		Total		Chi sq
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
RQ1: Do you offer CSR as an academic discipline?	2	7	1	9	6	8	0	5	9 (23.6%)	29 (76.3%)	5.446
RQ2: Have you ever attended/participated in any training program pertaining to CSR, ISO 26000 and/or UNGC?	3	6	2	8	5	9	0	5	10 (26.3%)	28 (73.6%)	2.858
RQ3: Have you ever offered any training program/course on CSR, ISO 26000 and/or UNGC to train corporate executives or other stakeholders?	1	8	0	10	3	11	0	5	4 (10.5%)	34 (89.4%)	3.535
RQ4: CSR is a business strategy built upon the shared values of corporations and society. Do you think it should be widely introduced as an academic discipline in this country, specifically, in business and management schools?	7	2	10	0	14	0	5	0	36 (94.7%)	2 (5.3%)	6.802

were also asked whether they had ever participated in or attended any training program/course on CSR, ISO26000⁶ and/or UN Global Compact (UNGC)⁷ or similar program. Furthermore, we inquired about their school's CSR-related initiatives to train corporate executives and other stakeholders. Hence, we also included a question in the questionnaire regarding whether the school ever convened a meeting, conducted a workshop or held a conference on the theme of CSR or other relevant issues. The data were analyzed using SPSS.

We performed chi-square tests on the gathered data (see Table 1) and found little difference between the expected and observed data. All of the research questions (RQ1- RQ4) are categorical in nature, with responses of 'Yes' or 'No'. However, the first three questions posed a query to respondents if their answer was 'Yes'. The questionnaire is a mix of close-ended and open-ended queries to give the respondents ample opportunity to elaborate on their views.

In total, we received 38 responses, corresponding to 57 percent of the questionnaires sent. In some cases, we made personal visits to administer the questionnaires, whereas most of the other responses were received via e-mail. The sample of the data received might not represent the population completely, but it has provided enough feedback to draw conclusions on the case being researched. The heads of the schools and senior faculty were the potential participants in this survey research.

5. Results and discussion

In response to RQ1, as shown in Table 1, most of the respondents (76.3%) reported that CSR is not presently offered as an academic discipline in their schools. This finding supported earlier work (Qu, 2007; Ciliberti et al., 2008; Egri and Ralston, 2008) conducted in the context of developing countries. Evidence of CSR as a course at the formal degree level was very rare in all of the schools; a few schools (23.6%) offered it as an elective course, primarily at the MBA level. The penetration of CSR in the business and management curricula in Pakistan was identified as weak.

With regard to faculty profile pertaining to CSR training and research (RQ2), only 26.3% (Table 1) of the respondents reported to

have received CSR training. It is important to mention, however, that most of the trainings received by faculty were conducted in foreign countries and not in Pakistan. The countries that offer such trainings include Canada, Malaysia, Thailand and Indonesia, among others. One of the respondents reported that he was a certified trainer of UNGC principles and communication on progress for the Asia–Pacific region. Two of his employees attended a trainer training program in Spain offered by UNGC. Overall, the status of trainings offered by the human resource departments of the surveyed schools was also found to be poor in Pakistan.

A few events were identified as having been arranged based on CSR by some of the schools (RQ3). One of the business schools indicated having been the first in Pakistan to adopt the UNGC program and was also amongst the top 50 business schools worldwide in terms of formulating the principles of responsible management education. It organized various training programs on CSR and UNGC to create awareness among employees. Moreover, CSR was a mandatory course across all disciplines, focusing on case stories and UNGC principles in that school. Furthermore, Human Resource Development Conventions were also organized by one of the business and management schools in 2009 and 2010 to bridge the gap between social stakeholders and social developments as a prelude to national development. Both conventions were attended by 500 participants, and social responsibility concerns were discussed. As an output of the first convention, the school collaborated with world's largest NGO, Lions Clubs International, to initiate a project on empowerment through employment, where CSR students had to demonstrate their social responsibility by establishing small/medium-scale projects for the less privileged. Consequently, almost 60 small businesses were established and are operating in a profitable mode. Moreover, another business school organized several business talks on the issues related to CSR and the 10 principles of UNGC to enhance its students' awareness to encourage them to become socially responsible managers once they step into the professional world. Apart from these few mentioned initiatives, the remaining business and management schools did not take any significant steps toward the promotion of CSR as a potential discipline. This is evident from the result in Table 1 indicating that 89.3% of responses were negative.

There was complete consensus among the heads of the business and management schools concerning the introduction of CSR as an academic discipline in the country in the future (RQ4), with a positive response rate of 94.7%. This finding, in congruence with the student acceptability (Heinemann, 2011), enhances the prospects of CSR as a future academic discipline in business schools. In addition, this question sought the opinions of academics on how to introduce CSR as an academic discipline to spread CSR culture

⁶ ISO 26000 provides guidance on how businesses and organizations can operate in a socially responsible way. This means acting in an ethical and transparent way that contributes to the health and welfare of society (Source: <http://www.iso.org/iso/home/standards/iso26000.htm>).

⁷ UNGC is an initiative to achieve corporate sustainability and align business with sustainable development priorities (source: http://www.unglobalcompact.org/docs/about_the_gc/LeadersSummit2013Report.pdf).

throughout the country. The academics put forward some suggestions and recommendations, which are given in Table 2. These comments have been categorized by the role of the stakeholders identified by the respondents.

As seen in Table 2, most of the heads of schools (79%) felt that universities have the sole role in the promotion of CSR in Pakistan, as highlighted by Zilahy and Huisingsh (2009) and Lozano et al. (2013). Similarly, this suggestion was also made by Ceulemans and Prins (2010) and Lozano (2010) with regard to increasing sustainability by integrating SD and CSR with curricula. The next most frequent suggestion was university interactions with corporate sector and government (58% of the respondents) to achieve the goal, as suggested by Lukman et al. (2009), Perez-Batres et al. (2011) and Lozano et al. (2013). Some heads of schools (45%) suggested an alliance between the corporate sector and business schools, as in the literature indicating that academic institutions are better able to help corporations understand their role in sustainable development in society (Perez-Batres et al., 2011; Lozano et al., 2013). Other suggestions to proliferate CSR culture are legislation, institutional education and corporate research covering a variety of stakeholders.

The data analyzed (Table 1) in terms of offering CSR as an academic discipline (RQ1), CSR profile of heads of schools (RQ2) and offering various trainings (RQ3) resulted in a high number of negative statements. These statements showed similarities among almost all of the respondents. In addition, the prospects of CSR as a potential business discipline in the future (RQ4) with respect to all types of schools were also similar.

Concerted efforts, as per Table 2, lessons drawn from developed countries for CSR offered as fully fledged degree program (Section 2) and the role of CSR in sustainable businesses and society relations (Section 1) might provide the motivation to enhance CSR education and training scenarios in developing countries in general and in Pakistan in particular. CSR as a first initiative to sustainability (Lozano, 2009) is expected to be part of business curricula as well.

6. Conclusions

CSR as an academic discipline that promotes sustainability in businesses is continuing to evolve. The debate regarding

developing countries remains unclear, as few studies on CSR in developing countries have been published to date. This study could serve as a model or prototype for similar research in other developing countries lacking in CSR knowledge and development. Pakistan can be considered to reflect the state of CSR knowledge in developing countries, but studies are needed for other developing countries to better understand these contexts. Our study indicated that the field is emerging as a future academic discipline in the business and management schools in the country. Universities were identified as the most important actors in strengthening CSR culture and values in the country, either alone or in alliance with corporations and the government.

To inculcate the culture and values of sustainable development in businesses, business and management schools need to revisit their curricula to incorporate CSR as a core area of teaching and research. This is critical in the case of developing countries, where CSR norms and values are found to lag behind those of the developed world. Through the creation and dissemination of relevant knowledge, CSR could be established as an attribute necessary to manage businesses ethically. Businesses in countries such as Pakistan could then be expected to be managed more responsibly. CSR as a viable business strategy for creating brand value and employee and customer satisfaction needs to be popularized through executive training. Research conducted to cover other aspects that explore the role of universities in the provision of graduates with CSR skills and CSR education for industries in developing countries is the next critical step to move this effort forward.

This article presented a first step in describing and analyzing status of CSR education in Pakistan. Realistically, there will not be an abrupt and major shift in dealing with the curricular affairs in the schools. An avenue for change has been provided in the article with ample theoretical foundation and arguments. Replicating lessons from developed countries offering degrees in CSR might not be completely appropriate for Pakistan due to differences in education systems and structures. Therefore, the approaches adopted in the implementation of CSR in developed countries for sustainability need to be investigated in detail. The feasibility of these approaches and methods in the case of Pakistan and other

Table 2
Recommendations to promote CSR culture and values in Pakistan.

S. no.	Recommendations/suggestions as expressed by various respondents	Role identified	Frequency of response (in percent)
1	There should be liaison between business and management schools and corporate sector to produce CSR personnel	Alliance between business schools and the corporate sector	45%
2	Academia-, government- and corporation-level efforts may be launched to increase the value of CSR in our culture. The major role is that of universities, which need to forge this alliance through knowledge creation.	University-industry-government nexus	58%
3	CSR is a part of corporate governance and may be taught as a single course. The Department of Management Science (Graduate Studies) may seek approval to include "corporate social responsibility" as an elective course in the marketing major of the MBA program. Business executives may be given training in CSR and ISO 26000 to both gain a competitive advantage and accept that it is their ethical responsibility. CSR may be viewed not solely as philanthropy but also as a core business function of creating value for all stakeholders, especially employees and their families, shareholders and the community. A literature gap exists regarding CSR being an internal (within the department) or external (out of the department) responsibility. Research and training are the two activities through which this knowledge gap can be filled.	University-level teaching and training efforts	79%
4	The need for a CSR think-tank in this country is very serious. This think-tank would provide guidelines to the government on policies to regulate business firms. It is high time that institutions be educated on the need and value of CSR for societal development. To make CSR effective in an organization, research may be conducted on data collected from owners, employees, government officials or consumers.	Public policy and legislation, institutional education, corporate-level research covering major stakeholders	20%

developing countries could be worked out after gaining insights into the existing education and training programs related to CSR and sustainability in business and management schools. In the second phase of implementation, these approaches may provide a viable framework to integrate CSR with business education, starting with supplemental materials for faculty, such as a teachers' manual.

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Annexure-A. Top 100 plus business schools offering MBA in CSR and business ethics.

Corporate social responsibility rank	Year	Node title
1	2010	Stanford University Graduate School of Business
2	2010	Harvard Business School
3	2010	Tuck School of Business at Dartmouth
4	2010	INSEAD
5	2010	The Wharton School, University of Pennsylvania
6	2010	Columbia Business School, Columbia University
7	2010	University of Michigan, Ross School of Business
8	2010	The Kellogg School of Management, Northwestern University
9	2010	IESE Business School, University of Navarra,
10	2010	Yale School of Management, Yale University
11	2010	Sloan School of Management, Massachusetts Institute of Technology
12	2010	IE Business School
13	2010	Michael G. Foster School of Business, University of Washington
14	2010	NYU Stern School of Business
15	2010	School of Business, George Washington University
16	2010	London Business School
17	2010	The University of Chicago Booth School of Business
18	2010	Schulich School of Business, York University
19	2010	University of Virginia Darden School of Business
20	2010	The Fuqua School of Business, Duke University
21	2010	Ashridge Business School
22	2010	Haas School of Business, UC Berkeley
23	2010	McDonough School of Business, Georgetown University
24	2010	Indian Institute of Management Bangalore
24	2010	Indian Institute of Management, Ahmedabad
26	2010	IMD
27	2010	Marshall School of Business, University of Southern California
28	2010	Samuel Curtis Johnson Graduate School of Management, Cornell University
29	2010	Melbourne Business School, The University of Melbourne
30	2010	Kenan-Flagler Business School, University of North Carolina
31	2010	Mendoza College of Business, University of Notre Dame
32	2010	HEC Paris MBA
33	2010	ESADE Business School
34	2010	Manchester Business School, The University of Manchester

(continued)

Corporate social responsibility rank	Year	Node title
35	2010	Oxford University, Said Business School
36	2010	UCLA Anderson School of Management
37	2010	Rotman School of Management, University of Toronto
37	2010	Thunderbird School of Global Management
39	2010	ESSEC Business School
40	2010	Sydney Business School, University of Wollongong.
41	2010	Boston University
42	2010	School of Management, University of Bath
43	2010	Richard Ivey School of Business, The University of Western Ontario
44	2010	MBA Sciences Po – Paris
45	2010	The HKUST Business School
46	2010	Nanyang Business School, Nanyang Technological University
46	2010	The University of Hong Kong, Faculty of Business and Economics
48	2010	Indian School of Business
49	2010	Darla Moore School of Business, University of South Carolina
50	2010	SDA Bocconi School of Management
51	2010	IAE Business School, Universidad Austral
52	2010	HEC Lausanne (University of Lausanne)
53	2010	Judge Business School, University of Cambridge
54	2010	The University of Dublin, Trinity College Dublin
55	2010	University of New South Wales, AGSM MBA Programs
55	2010	The Johns Hopkins Carey Business School
55	2010	Imperial College Business School, Imperial College London
55	2010	Monash University Faculty of Business and Economics
59	2010	W. P. Carey School of Business, Arizona State University
59	2010	Vanderbilt University, Owen Graduate School of Management
61	2010	Rotterdam School of Management, Erasmus University (RSM)
61	2010	Babson College
63	2010	Cornell-Nanyang Institute of Hospitality Management
63	2010	The Australian National University, ANU College of Business and Economics
65	2010	Kelley School of Business, Indiana University
65	2010	Warwick Business School, University of Warwick
65	2010	Cranfield School of Management
68	2010	EADA
68	2010	Indian Institute of Management Calcutta
68	2010	The Chinese University of Hong Kong
71	2010	Henley Business School
71	2010	Katz Graduate School of Business, University of Pittsburgh
71	2010	Tepper School of Business, Carnegie Mellon University
74	2010	Copenhagen Business School
74	2010	U21Global
74	2010	Queens School of Business
74	2010	Macquarie Graduate School of Management, Macquarie University
74	2010	Baylor University
74	2010	UTS: Business, University of Technology, Sydney (UTS)
74	2010	BSL – Business School Lausanne
74	2010	HEC Montreal
74	2010	University of Edinburgh Business School
83	2010	Executive MBA Dauphine – UQAM
83	2010	Lancaster University Management School
83	2010	ESCP Europe
83	2010	University of Glasgow Business School
83	2010	University of Wisconsin, Madison: Wisconsin MBA
83	2010	University of San Francisco, Masagung Graduate School of Management
83	2010	Olin Business School, Washington University in St. Louis

(continued)

Corporate social responsibility rank	Year	Node title
83	2010	North West University
83	2010	Sorbonne Graduate Business School – IAE de Paris
83	2010	National University of Singapore Business School
83	2010	IPADE Business School
94	2010	Desautels Faculty of Management at McGill University
94	2010	Goizueta Business School, Emory University
94	2010	McCombs School of Business, Univ. of Texas at Austin
97	2010	GISMA Business School
97	2010	Toulouse Business School
97	2010	American University in Cairo
97	2010	University of Deusto, Deusto Business School

Source: Global 200 ratings by specialization – corporate social responsibility.

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Glossary

- CSR: Corporate Social Responsibility
SD: Sustainable Development
DAIs: Degree Awarding Institutions
UNGC: United Nations Global Compact
MBA: Master in Business Administration
RQ: Research Question
SPSS: Statistical Package for Social Sciences