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Emerging Issues of Role of "TQM" & "CSR" In Sustainable Development for Educational Sector

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Abstract:*The Aim Of This Paper Is To Explore How Quality Management Can Act As A Foundation And Key Catalyst For Developing Corporate Social Responsibility (CSR) Within Institutions / Educational Hub. CSR Is An Emergent Discourse Within Organizational Research And Praxis. It Has Parallels To Sustainable Development , Environmental Protection , Social Equity & Economic Growth.An Educational Activity Generates Both Negative And Positive Externality Simultaneously For Both Environment & Society. The Basis Idea Is To Minimize Negative Externality And Generate More Positivity.Expectations Of The Society Towards Education Have Grown Tremendously During The Past Few Decades , The Stress Is Upon A Socially , Environmentally And Legally Responsible Education , Be It Technical Or Others.Today, Education Faces The Rising Challenges Of Standardized Testing, Strained Budgets , Teacher Retention And Global Work Force Competition. Higher Educational Institutions Seek To Get Quality & Talented Students And Need Exist In All Geographical Areas Across Own Country / Abroad. CSR Is One Of The Useful Tools To Positively Affect Society And Develop Relationships With Stakeholders.So, This Paper Tries To Investigate The Role Of Educational Institutions To Surpass The CSR For Creating Best Human Capital And Also, Explores The Significances Of " TQM" & " CSR" For Promoting Education And Various Initiatives Of Companies In Education Sector As A Corporate Responsibility For Expansion Of Education.The Aim Of Quality Movement Is To Enable Institutions To Deliver High Quality Services In The Shortest Possible Time To Market, At Minimum Cost, And In A Manner That Emphasizes Student's Dignity, Work Satisfaction, (Learning & Teaching) With Mutual And Long-Term Loyalty Between The Institutions And Its Stakeholders. As Such, TQM Has A Strong Ethical Dimension, Advocating The Importance Of Considering The Interests Of Stakeholders. Quality Management Models And Methodologies Established On The Extensive Principles Of Quality Are Seen As A Basis And Catalyst For Effective CSR In Educational Sector /Companies. There Is Not Much Research Done On The Influences And Effects Of TQM On CSR Development. The Primary Aim Of The Research Is To Review Corporate Social Responsibility Within A Total Quality Management Framework Along With Emerging Issues In Education.*

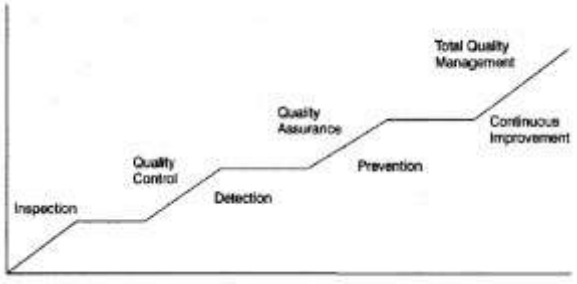
Key Words: *Corporate Social Responsibility, Higher Education, Total Quality Management, Sustainable, Emerging*

I. Introduction – Glimpse Of " Tqm" & " Csr" :

Like The Colours Of A Rainbow, The Corporation's Involvement In Community Development Projects/ CSR Covers A Diverse Range Of Issues Such As Basic Infrastructure Development, Education, Community Health & Sanitation, School Building And Gender Empowerment. The Projects Are Customised Based On Specific Local Requirements And Guided By Extensive Need Assessment Surveys And Consultations Through Various Participative Forums Like Village Development Advisory Committee, Rehabilitation And Periphery Development Advisory Committee Etc. The Active Participation/Engagement And Ownership Of These Initiatives By The Local Communities Is The Key To The Smooth And Successful Implementation Of These Schemes.

Now, Corporate Social Responsibility (CSR) Is Becoming An Increasingly Important Activity To Education Society Both Nationally And Internationally. It Ensures The Success Of An Education By The Influence Of Social And Environmental Considerations Into A Institute's Operation As A Positive Contribution To Society.

Total Quality Management (TQM) Is Introduced Into Our Study. TQM Is A Systematic Program That Indicates Everyone And Everything In The Organization Is Involved In The Enterprise Of Continuous Improvement. *Frazier* (1997) Stated Quality Management Provides A Connection Between Outcomes And The Process By Which Outcomes Are Achieved. If The Cause Of Failures In Education Is A Problem In Design, Quality Management May Be Regarded As An Ideal Systemic Process For Managing Change In Public Education. TQM Is Used To Describe Two Slightly Different But Related Notions. The First Is A Philosophy Of Continuous Improvement. The Second Related Meaning Uses TQM To Describe The Tools And Techniques. TQM Is Both A Mind-Set And A Set Of Practical Activities- An Attitude Of Mind As Well As A Method Of Promoting Continuous Improvement. (KAIZEN)



The Hierarchy Of Quality Concepts

As An Approach, TQM Represents A Permanent Shift In An Institution's Focus Away From Short-Term Expediency To The Long-Term Quality Improvement. *Herman And Herman* (1994) Stated Three Levels Of Application Of Quality Management In Education. The First Level Is To The Management Process Of A School, Including Strategic Planning, Recruiting And Staff Development, Deploying Resources, And Alignment Of What Is Taught, How It Is Taught, And How It Is Assessed. The Next Level Is Teaching Quality To Students. Students Are Recognized As Both Customer And Workers In The Educational System. Administrators Need To Involve Students In Their Own Education By Training Them To Evaluate The Learning Process And Accept Responsibility For Their Learning.

TQM Is Usually Accomplished By A Series Of Small-Scales Incremental Projects. The Philosophy Of TQM Is Large-Scale, Inspirational And All-Embracing, But Its Practical Implementation Is Small-Scale, Highly Practical And Incremental. Solid And Lasting Change Is Based On A Long Series Of Small And Achievable Projects (Edward 3rd, 2002). TQM Requires The Change Entirely For Organization. It Requires A Change Of Attitudes And Working Methods. Two Things Are Required For Staff To Produce Quality. First, Staff Needs A Suitable Environment In Which To Work. The Tools Of Trade, System And Procedures Should Aid Them In Doing Their Jobs. The Environment That Surrounds Staff Has A Profound Effect On Their Ability To Do Their Job Properly And Effectively. Second, Encouragement And Recognition Of Success And Achievement Should Be Deserved From Leaders Who Can Appreciate Their Achievement And Coach Them To Greater Success (Edward 3rd, 2002).

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Government Initiatives

Thankfully, The Indian Government Is Taking Initiatives To Improve The Situation. In 2013-14, The Government Had Allocated A Huge Amount Of Rs .65,869 Crore And Rs.70,505 Crore For The Year 2014-15.For The Total Education Outlay.

Important Milestone In Government's Measure To Offer Education For All Is The "Sarva Shiksha Abhiyan" Which Has Been In Operation Since 2000-2001. It Promises To Offer Free And Compulsory Education To Children Of 6-14 Years. The Late Chief Minister Of Tamil Nadu, K.Kamaraj, Was The Pioneer In Introducing Mid-Day Meal Scheme For Schools In The Year 1962 To Encourage Parents To Send Their Kids To Schools And Reduce Dropout Rates.

To Improve Quality While Providing Access To Secondary Schools At The Same Time, Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009) Scheme Was Brought Into Action. Sakshaar Bharat Mission Was Launched In 2001 To Prevent Alarming Drop In Female Literacy. On The Infrastructure Side, District Information System For Education (DISE) Reported In 2012 That More Than 91% Of Primary Schools Have Drinking-Water Facilities And 86% Of Schools Built In The Last 10 Years Have A School Building.

But That Is Not Enough Because The Challenge Is Huge And Not Only Government But Everyone Has To Take Efforts Towards Imparting Quality Education. This Will Not Only Deliver Workers But Thinkers, Innovators & Leaders To The Society.

Like Government, Indian Corporate Sector (E.G, **ITC, Indian Oil, Tata Steel, Aditya Birla Group, Tech Mahindra, NTPC, BHEL, , Reliance Industries, Maruti Suzuki** Etc) Can Play A Big Role In Improving Quality Of Education. As Per Government Mandate Corporate With At Least 5 Crore Revenue Have To Devote 2% Of Its Annual Revenue To Corporate Social Responsibility. That Is Where Corporate Can Contribute To This Worthy Cause.

The Four Responsibilities Displayed On The Pyramid Are:

ECONOMIC

- Here Is The Responsibility Of An Educational Business To Be Profitable
- Only Way To Survive And Benefit Society In Long-Term

LEGAL

- This Is The Responsibility To Obey Laws And Other Regulations
- E.G. Employment, Rules & Regulation, Competition, Health & Safety

ETHICAL

- This Is The Responsibility To Act Morally And Ethically
- With This Responsibility, Businesses Should Go Beyond Narrow Requirements Of The Law
- E.G. Treatment Of Students, Suppliers & Employees
-

PHILANTHROPIC

- This Is The Responsibility To Give Back To Society / Education Sector
- The Responsibility Is Discretionary, But Still Important
- E.G. Charitable Donations, Staff Time On Projects

Evaluating Carroll's CSR Pyramid

Strengths

- The Model Is Easy To Understand
- Simple Message – CSR Has More Than One Element
- Emphasises Importance Of Profit

Weaknesses

- Perhaps Too Simplistic?
- Should Ethics Be At The Top?
- Businesses Don't Always Do What They Claim When It Comes To CSR

Differentiation Between " Quality" And " CSR "

Quality	**CSR**	
Total Quality Management (**TQM**) ; Managing The Entire Organization So That It Excels On All Dimensions Of Products And Services That Are Important To The Students , With The Goals Of : • Careful Design Of The Learning Outcome / Service • Ensuring That The Institution's Systems Can Consistently Produce The Quality Product Through Innovative Teaching **Two Components :** ➢ Design Quality : Set Of Features Specified In Design To Meet The Requirement Of The Students And Can Include Performance, Perceived Quality, Leadership Traits Etc ➢ Process Quality- Error To Minimize Rate Of Failures	✓ Social, Environmental, And Goverance Issues ,Most Commonly Defined By GRI ✓ Includes Both Outcomes And Processes ✓ Activities : Corporate Responsibility Activities Can Lead To Concrete And Even Quick Return On Student's Performance ✓ Systems : More Generally, Institutions Wide Management Systems That Embrace Corporate Responsibility Often Lead To Better Decision Making And Ultimately A More Economically Efficient Institutions In The Long Run. ✓ Vision- Finally , There Is The Broad Potential Of Aligning Society And Improving Education , Which Is Found In Optimistic Like : " Our Goals Are To Make Fruitful Students And College's Fame Spread Out.	

OBJECTIVES :

1. To Study & Understand The Need Of " TQM" & "CSR" Towards Education In India
2. To Study The Issues Of CSR Activities Conducted By Educational Institutions
3. To Prepare A Matrix For Education Scenario In India / WB & Know The Initiatives / Strategies Of CSR In Higher Education Sector.

II. Review Of Literature :

CSR Is A Continious And Long-Term Process Guided By Organizational (Be It An Education Or Others) And Personal Values. It Is Concerned With Students, Teachers, The Environment And Institutional Policies. Adoption Of CSR Is Often Associated With Monetary Gain Or Profit For The Initiator **(Isa, 2012)**

Baron (2007) Supported That Corporate Social Responsibility Has Become An Important Part In The Business Strategy Of Growing Number Of Companies Worldwide , Since The Performance Of An Educational Business Institution Is Affected By Their Strategies In The Market As Well As Non- Market Environments.

Carroll (1979) – Suggested That Business Have To Fulfill Economic, Legal, Ethical , And Philanthropic Responsibilities In Order To Address Its Entire Obligations To The Society

UNESCO (1991) Indicates The Role Of Higher Education Institutions Is A Topic That Has To Be Studied Separately And Discussed Deeply, In Order To Make A Comparison Between Higher Education & Traditional Corporate Responsibility Of The Higher Education Institutions Can Be Summarized As Transferring The Knowledge To The New Generations By Teaching, Training 7 Doing Research.

Sen & Bhattacharyya, (2001) . The Globalization Has Inevitably Embraced Higher Education Industry And The Higher Education Institutions Started To Experience Significant Shifts In Recent Years.

Dill (2002) , Goia & Thomas (1996) . Less Than A Generation Ago Academic Institutions Were Allowed To Act In A Self- Contained Manner And Thrive In An Environment Of Predictable Founding And Student Enrollment With Little Over Competition Among Institutions.

Robin & Reidenbach (1987) - The Fact That A Major Company Likes Shell Introduces A Campaign Like This Is A Clear Indication That (Corporate) Social Responsibility Has Become A Prominent Use In The Field Of Education Marketing

Reserarch Methodology- The Survey Is Based On Secondary Data , Hence Exploratory In Nature . The Secondary Data And Information Have Been Analyzed For Preparing The Paper Extensively. The Secondary Information Have Been Collected From Articles Published In Different Journals, Periodicals, E- Books (Researchers Published) , Various Scholars And Web Sites.

Educational Scenario In India / West Bengal

Matrix For Number Of ITI's With Seating Capacities In Various States /UT's As On Sept, 2014 (Fig-1)

Northern Region

Sl No	Name Of State/ UT	No Of Govt ITI	No Of Pvt ITI	Seating Capacity	Total ITI's
1	Chandigarh	2	0	1064	2
2	Delhi	16	62	16472	78
3	Haryana	93	131	38336	224
4	HP	77	137	27760	214
5	J&K	37	1	4197	38
6	Punjab	99	264	56980	363
7	Rajasthan`	115	1540	212831	1655
8	UP	315	1563	218078	1878
9	Uttarkhand	59	59	13937	118
Sub-Total		**813**	**3757**	**589655**	**4570**

Southern Region

Sl No	Name Of State/ UT	No Of Govt ITI	No Of Pvt ITI	Seating Capacity	Total ITI's
10	AP	148	602	150258	750
11	Karnataka	179	1297	134256	1476
12	Kerala	40	490	70582	530
13	Lakshdweep	1	0	96	1
14	Puducherry	8	9	1940	17
15	TN	61	658	91622	719
Sub Total		**437**	**3056**	**448754**	**3493**

Eastern Region

Sl No	Name Of State/ UT	No Of Govt ITI	No Of Pvt ITI	Seating Capacity	Total ITI's
16	Arunachal Pradesh	5	1	608	6
17	A& N Island	1	0	273	1
18	Assam	30	4	6064	34
19	Bihar	34	732	114514	766
20	Jharkhand	21	177	43144	198
21	Manipur	7	0	540	7
22	Meghalay**a**	5	2	942	7
23	Mizoram	1	0	294	1
24	Nagaland	8	0	944	8
25	Orissa	29	590	117076	619
26	Sikkim	4	0	580	4
27	Tripura	12	1	1888	13
28	**West Bengal**	**52**	**62**	**21684**	**114**
Sub Total		**209**	**1569**	**308551**	**1778**

Western Region

Sl No	Name Of State/ UT	No Of Govt ITI	No Of Pvt ITI	Seating Capacity	Total ITI's
29	CG	92	80	20576	172
30	D & N Haveli	1	0	228	1
31	Daman & Diu	2	0	388	2
32	Goa	10	5	3676	15
33	**Gujarat**	**157**	**401**	**83268**	**558**
34	MP	173	373	76000	546
35	Maharashtra	390	439	161740	829
Sub Total		825	1298	345876	2123
Grand Total		**2284**	**9680**	**1692836**	**11964**

Source- **DGET Fig-1**

State Wise/UT Polytechnic Colleges In India (All) , Fig-2

SL NO	Name Of State /UT	Numbers
1	A & Nicobar Island	1
2	**AP**	**34**
3	Arunachalpradesh	1
4	Assam	9
5	Bihar	12
6	Chandigarh	2
7	CG	12
8	Dadar & Nagar Haveli	1
9	Goa	4
10	Gujarat	19
11	Haryana	12
12	HP	9
13	**J&K**	**6**
14	Jharkhand	13
15	**Karnataka**	**36**
16	Kerala	48
17	MP	31
18	Maharashtra	30
19	Manipur	1
20	Meghalaya	**2**
21	Nagaland	**3**
22	Odisha	11
23	Puducherry	3
24	TN	21
25	Punjab	17
26	Rajasthan	21
27	Sikkim	2
28	Telangana	23
29	Tripura	23
30	UP	57
31	Uttarakhand	19
32	West Bengal	162
	Total	**625**

Source- MHRD, **Fig-2**

District Wise Polytechnic Colleges In West Bengal (All), Fig-3

SL NO	Name Of District	Numbers
1	Bankura	6
2	**Bardhamman**	**27**
3	Birbhum	10
4	Cooch Behar	2
5	Dakhin Dinajpur	2
6	Uttar Dinajpur	2
7	Darjeeling	2
8	Hooghly	11
9	Howrah	5
10	Jalpaiguri	5
11	Kolkata	14
12	Malda	3
13	**Murshidabad**	**16**
14	Nadia	9
15	**24 Pgs (N)**	**19**
16	Midnapore (W)	9
17	Midnapore (E)	5
18	Purulia	4
19	24 Pgs (S)	11
	Total	**162**

Source- Egiyebangla.Gov.In, **Fig-3**

Status Of Degree Engineering Colleges In West Bengal (All), Fig-4

SL No	Self Financed Engg Colleges (Nos)	Govt Engg Colleges (Nos)	Total
1	**124**	**23**	**147**

Source – Https:// Target Study.Com, **Fig-4**

Matrix Of State Govt Universities In West Bengal : As On Dec, 2017, Fig-5

SL No	Name Of University	District	Location	Remarks
1	**Aliah University**	**Kolkata**	**Salt Lake**	
2	**Bankura University**	**Bankura**	**Puabagan (Bankura)**	
3	**Bidhan Chandra Krishi Viswavidyalaya**	**Nadia**	**Mohanpur, Kalyani**	
4	**Bradhaman University**	**Bardhamman**	**Burdwan**	
5	**Calcutta University**	**Calcutta**	**College Street**	

6	**Cooch Behar Panchanan Barma**	**Cooch Behar**	**Cooch Behar**	
7	**Diamond Harbour Women's University**	**24 Pgs (S)**	**Diamond Harbour**	
8	**Jadavpur University**	**Kolkata**	**Jadavpur**	
9	**Kalyani University**	**Nadia**	**Kalyani Ghoshpara**	
10	**Kazi Nazrul University**	**Bardhaman (W)**	**Asansol**	
11	**MAKAUT**	**Kolkata**	**Salt Lake**	
12	**NSOU**	**Kolkata**	**Salt Lake**	
13	**North Bengal University**	**Darjeeling**	**Darjeeling**	
14	**Presidency University**	**Kolkata**	**College Street**	
15	**Rabindra Bharati University**	**Kolkata**	**Kolkata**	
16	**Raiganj University**	**Uttar Dinajpur**	**Raiganj**	
17	**Sidho Kanho- Birsha University**	**Purulia**	**Purulia**	
18	**BESU**	**Howrah**	**Shibpore**	
19	**Sanskrit College & University**	**Kolkata**	**College Street**	
20	**WB National University Of Juridical Science**	**Kolkata**	**Salt Lake**	
21	**WB University Of Health Science**	**Kolkata**	**Salt Lake**	
22	**University Of Gour Bangla**	**Malda**	**Malda**	
23	**UB Krishi Vishwavidyalya**	**Cooch Behar**	**Pundibari (Cooch Behar)**	
24	**Vidyasagar University**	**Midnapore**	**Midnapore**	
25	**West Bengal State University**	**24 Pgs (N)**	**Barasat**	
26	**WB University Of Animal & Fishery Science**	**Kolkata**	**Belgachia**	
27	**WB University Of Teachers Training Education Planning & Admn**	**Kolkata**	**Ballygunge**	
Total				**27 Nos**

Source – Ugc, **Fig-5**

Scenario Of Private University Of West Bengal: As On Sept 2017, Fig-6

SL NO	**Name Of University**	**District**	**Location**
1	Adamas University	24 Pgs (N)	Barasat
2	Techno India University	Kolkata	Salt Lake
3	Sea Com Skills University	Birbhum	Bolpur
4	UEM	Kolkata	Salt Lake
5	Neotia University	24 Pgs (S)	Sarisha
6	Amiti University	Kolkata	New Town
7	JIS University	Nadia	Kalyani
8	Brainware University	24 Pgs (N)	Barasat
9	Xt Xaviers University	Kolkata	New Town (Rajarhat)
Total			**9 Nos**

Source – Target Study.Com, **Fig-6**

Statistics Of Higher Educational Institutions In India : , Fig-7

SL No	**IIT's**	**NIT's**	**IIM's**	**IISER**	**Mgmt Colleges**
1	**23** , 1- 16 Old, 17-23 New	**31**, 1-22, Old, 23-31, New	**20** , 1-16 Old, 17-20, New	**7**, 1-5, Old, 6-7 New	**3500**

Source- Careers 360, **Fig-7**

State Wise Total Number Of Engineering Colleges In India (AICTE Approved) As On 2016-17, Fig-8

SL No	**State**	**UG Colleges**	**Seats**	**PG Colleges**	**Seats**
1	A& N Island	1	90	-	-
2	AP	328	172476	281	26950
3	Arunachal Pradesh	-	-	1	-
4	Assam	18	5055	9	528
5	Bihar	31	10130	4	204
6	Chandigarh	3	915	5	608
7	CG	49	22604	27	1652
8	Delhi	16	8395	8	1514
9	Goa	5	1260	2	174
10	Gujarat	126	68447	70	6694
11	Haryana	144	58557	116	9360
12	HP	20	7830	11	666
12	J &K	9	3345	3	108
13	Jharkhand	18	7085	4	739
14	Karnataka	192	100566	135	12896
15	Kerala	164	62398	116	9479
16	MP	211	98247	150	11462
17	Maharashtra	372	154254	247	20432
18	Manipur	1	115	1	40
19	Meghalaya	1	420	-	-

20	Nagaland	1	240	-	-
21	Odisha	96	46133	52	3705
22	Puducherry	18	8910	11	841
23	Punjab	103	43790	62	4262
24	Rajasthan	130	58013	57	3538
25	Sikkim	1	780	1	54
26	TN	527	279397	398	34475
27	Telangana	284	141118	256	32086
28	Tripura	2	600	1	102
29	UP	296	142972	135	8747
30	Uttarakhand	31	12405	20	1279
31	West Bengal	91	37263	51	4423
	Total	**3,289**	**15,53,809**	**2,234**	**1,97,018**

Source - Ettal Anand Meena, June 2016, **Fig-8**

LINKING APPROACH FOR " CSR" And " TQM" IN EDUCATIONAL SCENARIO :

The Intersections Between CSR And Quality In Shared Core Values And Issues Provide A Strong Foundation For More Strategic Alignment Between The Two Functionaries.

Familarized Some Common Tools And Approaches With An Eye Toward How To Apply These For Sustainable Development In Education

- **PDCA Cycle**- (Plan- Do- Check- Act) Or PDSA (Plan- Do- Study- Act) - A Four- Step Model For Implementing Change :

  --- **Plan**- Recognize An Opportunity And Plan A Change- E.G Understanding Of Current Initiatives, Programs And Performance On Key Issues

---- **Do-** Test The Change . Carry Out A Small- Scale Study—E.G—Pilot Study To Help The Education Business

Study/ Check- Review The Examination Result , Analyze The Result,S, And Identify What You Have Learned – E.G- Experienced Personnel Engagement To Seek Feedback From Defaulters

-- **Act**- Take Action Based On What You Learned In The Study Step. If The Fruitful Result Did Not Get, Go Through The Cycle Again With A Different Plan.

- --- **Pareto Chart :** An Analytical Tool And Technique Used To Identify Quality Problems Based On Their Degree Of Importance. The Logic Behind Pareto Analysis Is That Only A Few Quality Problems Are Important, Whereas Many Others Are Not Critical
- --- **Six Sigma**- A Fact- Based, Data- Driven Philosophy Of Quality Improvement That Values Prevention Over Detection. It Drives Students – Teacher Satisfaction Over Teaching- Learning Skilss And Bottom- Line Results By Reducing Variation And Defaulters, Thereby Promoting A Competitive Healthy Platform For Improvent Of Quality Of Students.

  Six Sigma Approaches Rely On Both Qualitative And Quantitative Techniques To Drive Process Improvement With An Emphasis On DMAIC. Tools Include Statistical Analysis And FMEA.
- ---- **DMAIC Cycle** (Define, Measure , Analyze , Improve , Control)
- **Define** -- Determining The Problem Statement And Engaging With Everyone Involved With The Process Improvement

  ---- **Measure** ---- Mapping The Current State With The Knowledge Of Faculties With Sufficient Detail To Understand Which Process Elements Can Be Utilized For Improvement. Data Is Collected To Show The Current Metrics And Key Process Indicators **(KPI)**

  ---- **Analyze**- Generating Solutions And Building Logical Arguments For Why The Solutions Could Work. Analyzing The Data To Investigate And Verify Cause- And – Effect Relationships.

  Determine What The Relationships Are , And Attempt To Ensure That All Factors Have Been Considered

  - ---- **Improve**- Improving Or Optimizing The Current Process Based Upon Data Analysis Using Experimentss Or Standardized Processes To Create New Levels Of Performance Towards Failure Students
  - ---- **Contro**l- Implementing Processes To Maintain The Future State And Targets – E.G- Continious Data Filtration And Monitoring

III. Emerging Issues Of Csr & Education – Initiatives & Strategies

CSR In Education So Far In India Has Mostly Involved Steps To Promote Education Among Local Communities Or Society At Large By Building Schools (Built By A Company Free Of Cost Or At A Minimal Cost To The Company Or Society), Scholarships (Offered To Underprivileged/Meritorious Students At Various Levels Of Education, For Primary Or Higher Studies), Sponsorships (Helping Schools Run Efficiently By Providing Teaching Aids, Books, Uniform, Shoes, And Bags), Increasing Access To Education (Supporting/Building Secondary Schools In Localities That Do Not Have One; Encouraging Children To Go To School By Spreading Awareness, Helping Or Training Teachers, Providing Infrastructure For The School; Free Transport Facility), **Provision Of Toilets** And **Maintenance Of A Clean And Hygienic School Environment, Provision Of Mid Day Meal To Poor And** Underprivileged Students By And Higher Education (Setting Up Or Supporting Higher Or Technical Education Institutes Like Vocational Training Centers, Engineering Colleges, Schools Offering Training In Other Fields Such As Management).

Awareness Programs Have Been A Significant Part Of **CSR** Initiatives By Companies With Programs Organized To Spread Awareness Among The Communities And The Society At Large About The Importance Of Education And Critical Issues Such As **Child Labor**, **Girl Child,** Etc Which Hinder Access To Education.

Moreover, Companies Can Actively Get Involved In Providing Academic Support To The Public Education System, Specially Govt. Schools As The Role Of Academic Support Is Extremely Crucial In The Development Of Curriculum And Materials, **Training Of Teachers**, **Research Based Knowledge Generation, Assessment And Evaluation, Academic Monitoring Of Schools.**

One Way To Do This Will Be To Adopt Govt. Schools As Has Been Done By A Private Company Recently In The Gautam Budh Nagar District Of Noida, Uttar Pradesh. So Far, 54 Out Of 470 Schools In The District Have Been Adopted By Companies A Part Of Their Corporate Social Responsibility Portfolio With The Objective To Provide Quality Education To The Destitute Children. With 80% Of India's Children Studying In Government Schools, This Is A Commendable Move Towards Ensuring Quality Education That Can Be Replicated In Other Districts Under The **CSR Mandate.**

The Virtualization Of Education In India, Furthermore, Has Immense Capacity To Improve Access To Education Of The Down Compressed People Based At Their Hutments And Enroll Vast Number Of Students. In A Developing Country Like India Marked By Internal Asymmetries, The Potential Of A Digital India To Spread Education At All Levels . **Technology Innovations** Can Make It Easy To Distribute Education Contents To Remote Population, Empowering Them With Knowledge That Might Change Their Life. Teachers Can Be Trained In Computers Who Can Further Educate Students Across The Country To Bridge The Digital Divide And Supplement The Overall Development Objectives.

CSR Can Also Be Used To Address The Looming Skill Gaps In The Country With Nearly 90 Million Persons Joining The Workforce, But Most Of Them Lacking The Requisite Skills And The Mindset For Productive Employment, Or For Generating Incomes Through Self Employment. Companies Can Make Skill Development A Priority And Train Students In **Vocational Schools (ITI)** To Help Them Emerge As Employable Citizens And Contribute Towards Community Development.

As Evident, Companies Can Play A Prominent Role In Innovating At The Grass Root Level As Such Projects Involve Complicated Administration And Implementation Which The Corporate Players Are Believed To Be At A Better Position To Understand Through Their High Expertise In **Managerial Processes.** Shortage Of Financial Support Has Always Been A Bottleneck For Ensuring Consistent Access To Education.

IV. Findings :

• Identified Of The Area Of Intervention/Involvement And The Scope Of Work For Improvement
• Located Of The Beneficiaries [Demographic Profile – Location, Sex, Category, Age, Type Of School , College Supported)
• Identified Of The Sources Of Fund To Create A Sustainable Model (Internal, External, Donor Engagement Model)
• Designing Of An Appropriate/Dedicated Team With The Right Institutional Structure To Run The Initiative [Finalize Institutional Structure, Recruit Key Personnel, Recruit Local People/Volunteers]
• Identified Of Key Stakeholders For The Programs
• Formulation Of A Strategic Plan For The Initiative [Defining Objectives, Resource Mapping, Awareness Programmers, Trainings For Internal/External/NGO Members]
• Adopted Mechanism For Monitoring & Tracking Success [Financial Monitoring, Identification Of Kpos, Impact Assessment At Regular Intervals, Internal Mechanisms To Measure/Report Utilization Of Funds To The Donors, Mechanisms/Frequency Of Reporting To The Donors Involved, Mechanisms For Taking Feedback From Donors, Identification Of Templates/Tools To Be Used To Record Report On Initiatives]

- Ensuring Total Quality Management (TQM) Is Business Philosophy , (Here Referred In Educational Scenario) Which Emerged As Logical And Historical Reaction Of Entrepreneurs To Demands Set By Modern Society. It Refers To Permanent Improvement Of Overall Business Of An Institution , Which Implies Compiling Technical Technologicial, Market, Economic, Institutional And Ethical Business Objectives. This Concept Implies : Meeting Student's Need, Development Of Education Quality, Safety Of Studetnt, Teachers, Others , Environmental Protection, Education Of Employees And Creation Of Corporate Culture Of An Institution. Thus, These Philosophies , Which Are At The Heart Of " TQM" , Can Influence And Guide The Formation Of Institutional Values And Ultimately The Corporate Vision And Mission.

• Ensuring Sustainability And Replicability Of Model, As Necessary.

SUGGESTIONS :

- Collaborations Between Government , Educational Institutions And Corporate Will Accelerate Educational Reform And Thus Bring About The Desired Development In This Sector
- CSR Programmes Should Contribute A Bulk Of Their Resources To Education

V. Conclusions :

With The Increased Competition In Education Sector, The Criteria On Which Institutions Judged Are Changing. While What Goes Into Judging A Higher Education Institution Might Continue To Change And Evolve, The Building Blocks Of Success In Any Competitive Environment Remain Constant Such As Developing A Positive Reputation And Differentiating Itself From The Competition. Setting A Corporate Social Responsibility Strategy, And Implementing The Actions Is One Powerful Way Of Achieving This Goal. Most Universities Tend To Focus Only On Teaching Social Responsibility In Terms Of Corporate Social Responsibility Initiatives And Do Not Go Beyond This By Attempting To Improve Their Communities). Yet In Order To Compete In The Changing Education Industry And Also To Fulfill Their Mission In A World In Perpetual Transformation, Education Sector Must Recognize That Their Own Actions Should Reflect The Values And Norms Which They Claim To Embody. This Means Deepening Their Commitment To CSR At The Operational Level As Well As The Academic Level, Mostly By Curricular Activities. This Will Not Only Be Beneficial To The Institution Itself But Also Will Be Beneficial To The Society In General.

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