13

PRME CHAPTER INDIA

Fragments from the journey

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13.1 Responsible management education and CSR context in India

13.1.1 Responsible management education in India

India has approximately 3,600 business schools in operation. If one includes the unapproved schools, the number is much larger. These schools have a combined faculty strength of over 44,000 and an annual intake of over 400,000 students. According to AICTE every year around 100 new management institutes get added to the existing list. These numbers in themselves do not fully reflect the quality of management education, or management research in India. The institutions also vary greatly in terms of both academic infrastructure as well as faculty resources. In numbers, the Associated Chambers of Commerce and Industry (ASSOCHAM) of India found that only 7% of the business school graduates were employable[1] due to economic decline and low quality education.

Business education in India is organized at three levels; the first, schools such as the Indian Institutes of Management, which were set up

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through a special act of the Indian parliament offering both two-year and one-year post-graduate diplomas in management. The second category comprises schools affiliated to the state, central or independent universities. The third category includes schools set up by private foundations and societies. Most of these institutions function under the regulatory control of the All India Council for Technical Education (AICTE). While programmes offered by these schools are generally referred to as post-graduate diplomas in management, the two-year programmes in business management offered under the university system are called master of business administration.

Business schools in India were set up in the 1950s first in the universities and then as independent institute in the 1960s. They were part of the imagination of nation-building in Independent India. The business schools of India were set up as Institutes of Management rather than as business schools, recognizing the fact that the concept of management went beyond just running a business.

Management education in India currently caters to a very small section of the population. Management education is not just about leadership and technology. It needs a sociological and geographical imagination. It needs to understand not only rural-urban divide but also marginal and minorities and the aspiration of the small town society. A search for social justice has to be mapped geographically to be tested out. Sustainability is by definition a search for plurality, diversity and co-existence of vulnerable groups bordering the mainstream middle class.

Management schools do not operate in vacuum. Responsibility within Indian context means: meeting and being sensitive to societal needs of undermanaged sectors of the society. Many of the top management schools like Tata Institute of Social Sciences (TISS); Xavier School of Management (XLRI), Indian Institute of Management Ahmedabad (IIM-A); Indian Institute of Management Bangalore (IIM-B), Indian Institute of Management Calcutta (IIM-C) were established to embody and direct this dream.

In countries such as India social issues have a bigger influence on the other dimensions of sustainability. As per UNGC, more than 50% of the progress towards the SDGs will come from India. In parallel, India presents 25% of the $4 trillion worth of market opportunities for companies working in the sustainable area globally and employment generation potential of 72 million by 2030.

The challenge before us is not about demography and scale, but about building a new kind of social imagination. This means not only a new set of concepts but an original set of targets to crystallize it. According to the United Nations Development Programme's 2018 Multidimensional Poverty Index, a staggering 364 million Indians continue to experience acute deprivations in health, nutrition, schooling and sanitation.

While business leadership today is conversant with regulatory compliance, the need for a new social imagination which lives the political, the ethical and the ecological is necessary. There is a need for concepts which capture the holism of responsibility.

13.1.2 CSR in India

In 2013, India became the first country in the world to make corporate social responsibility (CSR) mandatory.[2] Indian companies with net profits greater than approximately US$700,000 were by law expected to spend 2% of their profits on CSR activities. There is little pressure on business leaders to make this fundamental change in how corporates address sustainability. According to a survey (pdf) of Indian executives by the Global Compact Network India Indian business leaders are focussed primarily on regulatory compliance, not core sustainability. Nearly 90% of CEOs surveyed reported that they face no pressure at all from investors to move the needle on sustainability.

While trying to mainstream sustainability with business strategy, compliance and CSR still remains the primary focus for Indian corporate leadership. Only 31% of the Indian CEOs (against 55% globally) in the survey mention consumers as their most important stakeholders but they are more concerned about the conventional set of stakeholders such as communities and regulators. Only one out of ten cite suppliers as one of their key stakeholders (Deepa Krishnan).

13.2 The genesis of PRME Chapter India

In this geographic and social context, the PRME chapter India developed. From the beginning, there was interest from both PRME and Indian stakeholders in developing a Regional Chapter that promoted the teaching and practice of sustainability at businesses and business schools in India. Given

India's large number of business schools and businesses, there was large potential for responsible management education to have a transformative impact on society.

In the beginning, the Institute of Integrated Learning in Management University (IILM), Delhi hosted several meetings under the PRME aegis. In January 2014, at one such event Dr. Sunil Rai (then director of Goa Institute of Management (GIM)) and Professor Ranjini Swamy (also GIM) attended and made presentations at PRME Regional Meeting hosted by IILM, New Delhi. At the event, the two academics met Mr. Jonas Haertle, the then head of PRME Secretariat, at the event. During informal interactions, Mr. Jonas Haertle and the different PRME signatories agreed to hold the annual regional meetings every year. Since IILM had organized one regional meeting, Mr. Haertle and Professor Raghu Tata of Xavier School of Management (XLRI) explored whether the next regional meeting could be held at Goa. They discussed this with Dr Rai, who verbally agreed to the proposal. Subsequent to the IILM Conference, Mr. Jonas Haertle explored whether GIM would conduct the next PRME Asia Forum and Dr. Rai gave his written consent (Source: Background paper for 6th PRME Asia Forum, 2015).

13.3 The establishment of the PRME Chapter India

The establishment of the PRME Chapter India was linked to two developments. Specifically, there were steps towards establishing the PRME Chapter India in November 2015 and its formal establishment in 2017.

13.3.1 Steps towards establishing PRME Chapter India

In November 2015, The 6th PRME Asia Forum organized by Goa Institute of Management in Goa, India concluded with the resolution for the formation of PRME Chapter India. It was preceded by a one-day workshop on Teaching Responsible Management. The Forum focussed on the theme of integrating responsible management education into the curriculum of business schools. It was an opportunity for business schools to share their various curricular and co-curricular interventions to promote responsible management education. The meeting was attended by delegates from India and abroad including Professors P.D Jose from Indian Institute of

Management Bangalore (IIMB) and Nirja Mattoo from S. P. Jain Institute of Management and Research (SPJIMR) who would become important chroniclers of the process.

Professor Ranjini Swamy was interim coordinator of PRME and responsible for deciding where to set up the PRME Chapter Secretariat. The UN Global Compact Network India (UNGCNI) was a major stakeholder with Mr. Kamal Singh at its helm as executive director. Professor Swamy in an interview with the author indicated that he and Mr. Singh soon realized that they needed to cohere and give direction to the Chapter. There were many institutions who were working on projects of social sensitivity in a variety of ways. The Chapter thus became 'a coordinating device' and also took on the role of setting direction. Professor Swamy explained in an interview with the author said that

> A lot of people did not know what direction to take. A lot of people had courses; there were a lot of activities that already existed. But there was no clarity as to how to prepare faculty members as a community thinking of ideas coherently and as a community.

Therefore, Professor Swamy, PRME Secretariat and UNGCNI embarked on several conversations which were primarily around three key issues (1) Membership (2) Location of PRME India Secretariat and (3) Governance. They suggested the following membership criteria and location for the PRME Chapter Secretariat while the governance structure was established in conjunction with its establishment.

1 Membership criteria
   - All attempts should be made to involve both public as well as private institutes.
   - Membership must represent gender diversity.
   - Members must be members of PRME. PRME Champions should be acknowledged.
   - Reputation was twofold: (A) Individuals and institutions committed to sustainability; (B) Institutions should have a reputation of providing quality education and commitment to sustainability to ensure the credibility of the PRME movement.

2 Location of the PRME Chapter India Secretariat.

In the beginning, PRME Chapter India considered a location in Delhi within the UN Global Compact Network India Office due for coordination reasons and location of Delhi as India's capital. However, it was decided that the PRME Chapter would be located at one of the two Champion business schools in India, IILM or SPJIMR due to the academic and educational focus of the chapter.

IILM had done stellar work governance, CSR, sustainability and provided early leadership at various PRME events while SPJIMR had a long history of commitment to values and social needs. The latter were in fact pioneers in non-class room (NCL) pedagogies like Development of Corporate Citizenship (DoCC) and Abhyudaya, an experimental learning innovation, which demonstrated their social commitment. It was therefore decided to establish the PRME Chapter Secretariat at a new SPIJMR office in Delhi due to its dedication to sustainable development and quality education. It should be noted that the Interim Coordinator, Professor Swamy recalls that several corporates also supported the creation of PRME at this office due to SPIJM's network of business schools that might be willing to join the chapter.

13.3.2 Establishment of the Chapter

The India chapter was announced at a PRME Meeting in New York in 2017. Following its establishment, the Chapter engaged in a series of debates to ensure the creation of democratic and diverse governance structures. It engaged in debates about quorum and the relevant stakeholders to involve in its structure. During the debates, it was established that the chapter would focus on an inter-disciplinary approach to sustainability that included individuals with different perspectives and constituencies.

13.4 PRME Chapter India meetings

13.4.1 Regional meetings 2018

In 2018, with the aim to mobilize the management school community and understand the various activities taking place in different institutions, SPJIMR organized regional meetings in different regions of India including, Mumbai (West), Bengaluru (South) and Delhi (North) to initiate conversations and promote partnerships around education, corporate citizenship and sustainable futures in preparation of the conference. The regional meeting held in the west at SPJIMR in Mumbai focussed on the transfer of best practices across business schools, joint research and commitment to values, ethics and sustainable practices. The regional meeting held in the north at SPJIMR in Delhi for concentrated on creating a culture within business schools which supported integrity genuinely. The meeting at IIM in Bengaluru discussed sharing best practices and their integration.

The momentum built during regional meetings culminated in the 8th PRME Asia Forum Sustainable Futures and was hosted by the author at the SP Jain Institute of Management & Research (SPJIMR), PRME Chapter India in Mumbai, India from 12 to 14 December 2018. The conference brought together management and leadership from universities, management schools, corporations and civil society organizations across Asia.

The conference centred around four major themes: (1) ‘Knowledge, Values and The Future: Search for a New Imagination’, (2) ‘Well-Being, Ecology and Responsibilities: Towards Sustainable Practices’, (3) ‘Inclusive Economies: Democratizing Growth’ and (4) ‘Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders’. Spread across three days, the conference was attended by over 150 delegates from 115 institutions. It included participants from Australia, India, Thailand, Malaysia, Hong Kong and Kazakhstan. There were 15 tracks under the four themes covering topics such as innovation in pedagogy and curriculum, sustainable cities, social entrepreneurship, engaging with SDGs, extreme events and disasters and re-thinking CSR.

13.4.2 The first PRME Chapter India Meeting

The PRME Chapter India Meeting was held on 4 December 2020. The meeting aimed to bring together PRME signatories and non-signatories to initiate a dialogue about responsible management education and share best practices across institutions and to discuss collaborations to educate and develop responsible future managers. The meeting saw participation from over 35 management institutions from across India. It was convened by Dr. Mette Morsing, head, PRME; Dr. Ranjan Banerjee, former dean, SPJIMR; Dr. Chandrika Parmar, faculty SPJIMR, and current chair, PRME India Chapter; Ms. Shabnam Siddiqui, officiating executive director, UN Global

Compact Network India. Deans from over 14 institutions and faculty members participated and shared their ideas on how to move forward.

13.5 PRME Chapter India activities

PRME Chapter India has carried out responsible management education activities as a chapter but also through its individual institution members.

13.5.1 PRME Chapter India activities

13.5.1.1 'COVID-19 and Manthan'

Literally translated 'Manthan' means churning. The coronavirus pandemic has had an unprecedented impact on educational systems worldwide. Recognizing this challenge, UN GCNI rolled out Manthan 2020, a unique competition to understand the COVID-19 impact on the education sector, under its Principles for Responsible Management Education (PRME) initiative. The theme of the competition was 'Responsible Management Education in a Post COVID World: Emerging Innovative Practices in Management Schools'. Notable in this competition was the key strategic partnerships that came together to develop and evolve the format and process of the competition. Almost 70 business school teams participated in the challenge. The stakeholders involved the Ministry of Education, Government of India and Atal Innovation Mission (a flagship initiative of NITI Aayog), Association of Indian Universities (AIU); All India Council for Technical Education (AICTE) and UNESCO consented to be strategic partners.

13.5.2 Activities conducted by PRME Chapter India members

The following detail examples of curricular interventions introduced by the centres of PRME Chapter India management schools to sensitize the participants of management programmes to responsibility towards society while others refer to curriculum development by faculty in designing and conducting specific courses/modules on responsible management. Finally, the challenges experienced in inculcating responsible management education are highlighted.

This following section also looks at the idea of the fate of sustainability in these experiments and reflects later if this is enough to create a sustainability mindset and communities. Some of these experiential learning initiatives were discussed at the first India chapter meeting held on 4 December 2020.

13.5.3 SPJIMR

Centre for Development of Corporate Citizenship (DoCC) is an SPJIMR initiative conceived 25 years ago, that aims at engaging with social sector initiatives across India. Social internship is the foundation of C-DoCC. It is anchored in the belief that the managers and leaders of tomorrow need to be socially sensitive, ecologically responsible and anchored in values. As part of internship students travel to various geographic regions and work with different social sector organizations. The period of the internship varies by the programme ranging from few days to five weeks for the two-year flagship programme. At present, C-DoCC has about 300 social sector partners with whom our students across programmes intern or volunteer. These are valuable relationships which are anchored in the belief that civil society is a learning mechanism. In this we see the NGOs as a pedagogic device that provides experience and learning. We at DoCC value this relationship. What is equally important is our industry relationships recognizing this as critical part of the pedagogy.

SPJIMR's students participate in social sector immersion/internship in countries abroad. The internship is in partnership with organizations who are working with communities to empower them. The projects give the participants a sense the varieties of social and ecological challenges and the steps being taken by organizations and communities to mitigate those. For example, in LEDARS, Bangladesh, the participants have worked with communities faced with rising sea level, human-animal conflict, and so on. In Nepal, projects have ranged from looking at education in remote locations, attempts at conflict resolution and so on.

DoCC conducts a series of events which embody what DoCC stands for. 'Ehsaas – The NGO Mela' embodies our relationship and commitment to partner groups. It sees social sector organizations and Self Help Groups participate with products they are producing. Aasra is partnership with organizations working with differently abled. Events like Heroes speaker is an attempt to recognize, celebrate and engage with the change makers in the society. Similarly, Social Impact Awards aims to provide a platform to recognize contributions made by social sector organizations to communities and issues.

13.5.4 *Goa Institute of Management*

The Centre for Social Sensitivity and Action (CSSA) at GIM acts as a bridge between GIM and the society. The Centre is headed by Professor Divya Singhal. GIM promotes social responsibility via the Give Goa initiative. Give Goa is a three-credit experiential project with partner organizations (such as banks and NGOs) and one-credit classroom learning experience. Students can choose projects careering to the field education, social welfare, agriculture extension and public health. Each group consists of six members and are assigned a faculty guide and mentor from the client organization. Students undergo a sensing journey in the community and provide suggestions/solutions for the improvement of the community.

GIM is India's first business school to publish its Sustainable Development Goals (SDG) best practices on the international SDG Dashboard developed by Erivan K. Haub School of Business, Saint Joseph's University, the United States. GIM's priority SDGs are good health and well-being, quality education, gender equality, decent work and economic growth, reduced inequalities, and partnership for goals. GIM has been working towards being a zero-waste campus and has been conscious about the impact of its decisions on the ecosystem.

Centre for Excellence in Sustainable Development at GIM runs various initiatives to reduce carbon footprint and realize sustainability goals: these include rain water harvesting, solar-powered street lamps, treatment of water for reuse, tree plantation drives and replacing plastic on campus.

GIM has an international platform to share its ideas and dialogue with global business schools on responsive management education.

13.5.5 *IMT Ghaziabad*

I'M the change: An Initiative on Social sustainability and social responsibility (SSR). Inspired by Mahatma Gandhi's idea to 'Be the change you want to see in the world', IMT Ghaziabad launched three-credit course on Sustainability and Social Responsibility (SSR) on 1 October 2016 for the first-year students of IMTG's flagship two-year PGDM Programme. An integral part of the SSR course, the objective of the 'I'M the Change Talk' Series is to allow students to interact with the real 'change-makers' who have made exemplary contribution towards bringing in positive social change, so that students get to learn from their lives and experiences and also feel motivated to do their bit for society. The objective of this is to expose students to allow them to observe how people live, especially the underprivileged and to appreciate the challenges and opportunities in sustainability. The pedagogy is completely student driven and field study based. The outcome of this course is that students have almost done 74 projects around 13–14 SDGs. Projects are related to education; women empowerment; welfare of children with special needs; skill development; market linkages development for products; recycling of waste papers; sustainable business models for self-help groups; welfare of migrant communities; financial literacy and inclusion. As part of the initiative, stalwarts (e.g. social entrepreneurs) who have made exemplary contributions to any social cause or environmental sustainability are honoured (I'M The Change – IMT Ghaziabad).

13.5.6 VESIM

Yunus Social Business Centre headed by Nisha Pandey was established in association Yunus Social Business Centre Dhaka to promote social business among management students with an aim to educate, socialize and sensitize them to solve problems by adopting a self-sustainable model of business. VESIM also has a programme called Yuva for seva (Youth for service). It is a social immersion initiative that was introduced in 2014, with the purpose of delivering social exposure to students. 'Sarvodaya' is an affiliated initiative by Yunus Social Business Centre, conducted with an aim to make the management students think beyond corporate life and to think of innovative solutions that solve some of our major social problems. The intention is to create social entrepreneurs while finding solutions of society.

13.5.7 TAPMI

Centre for Inclusive Growth and Competitiveness at TAPMI (T. A. Pai Management Institute) is the hub for sustainability related activities at the institute. TAPMI 'trains' students in the triple bottom approach towards sustainability. As a first few steps, TAPMI's Centre for Inclusive Growth and Competitiveness (TCIGC), has looked at inculcating aspects of sustainability with a three-pronged approach – spreading across its curriculum, its research and its project and partner involvement. With regard to sustainability at the level of the curriculum, TAPMI has ensured that all students are introduced to concepts of sustainability and responsible business through the two-credit course titled 'Sustainability, Responsibility and Managerial Ethics'. Students have also been given the opportunity to engage directly with field stakeholders through the project-based two-credit course titled 'Society, Environment, Values & Attitudes'. This course works directly with project partners across the local communities including non-governmental organizations, micro-entrepreneurs, local businesses, non-banking financial institutions, self-help groups and other research and teaching institutions that engage in the sustainability dialogue. TAPMI students, work closely with these partners and stakeholders to identify problems faced by them and to facilitate possible business, operational and strategic solutions.

There are several such initiatives across both the signatories and non-signatories of PRME India Chapter. I have illustrated some of the initiatives among the current signatories. Going forward, the Chapter hopes to onboard more schools and create more robust platforms for exchange of best practices.

13.6 For an ecosystem of sustainability: challenges ahead

While the efforts detailed in the previous sections are laudable, it is fair to say that there have not been enough efforts by business schools to mainstream sustainability into the curriculum by integrating them in core functional area courses. By and large it appears that, business schools have introduced sustainability themes into MBA curriculum more out of political concerns and correctness, rather than conviction (Jose, 2016). Jose in his article 'Sustainability education in Indian business schools: a status review' identifies a list of reasons why Indian business schools have not been able to embed sustainability into their respective curriculum. Some of the problems identified by him are:

- *Absence of an enabling infrastructure and incentive system at the business school level:* Sustainability is not seen as a main stream functional area by business schools. This translates into reluctance to recruit faculty specialized in these and allied areas.
- *Challenges of integrating sustainability concepts into core MBA curriculum*: An integrated approach, that is, integrating sustainability concepts across courses in a meaningful manner is ideal, given the interdisciplinary nature of the sustainability problem. However, given the constraints

identified earlier, stand-alone courses are a most commonly adopted practical trade-off. Adding one more subject, even if a critically important one such as sustainability, calls for rejigging the existing curriculum. Further, opportunities for cross disciplinary programmes are not sufficiently leveraged as many Indian business schools which are generally stand-alone schools.

- *The challenge of faculty motivation:* The lack of industry connection implies that those who teach (faculty) do not practice and those who practice (industry) do not teach, with a few exceptions. As a faculty colleague pointed out,

  our professors that have gone through the education system and gotten a PhD on a very narrow topic and then are rewarded for publishing on that topic – there is not really an incentive for them to have the broader view. Especially for young faculty who are trying to pursue tenure, I think this is a challenge... there is so much on the line for them as far as their career success (goes), do they have the freedom to think about the whole system and do more than just their topic?

- *The challenge of faculty incentivization:* For young faculty too there is not much incentive to integrate sustainability concepts into their regular classes. A colleague noted,

  You really want to be a great teacher. And student evaluations are really important for promotions and tenure. So if you are going to take a risk to teach about something you don't know much about, ... it is diftcult for professors to teach about sustainability.

- Similar issues exist with faculty research too.
- *The challenges of harmonizing curriculum:* The sustainability problem is diverse and complex and can be addressed in myriad ways. This complexity also finds its way into the manner in which the curriculum design happens in the institutions surveyed. As noted before the content and pedagogy for the delivery of sustainability courses also vary greatly between business schools. Further programmes in allied areas may have significant sustainability inputs. For examples most MBAs in Corporate Social Responsibility would have some courses on environmental management. Similar is the case with MBA in Human Rights, Social Development etc., even though they have not been identified as MBAs in sustainability in this paper.

- *The challenge of funding:* In emerging economies such as India social issues have a bigger influence on the other dimensions of sustainability. But research in social areas can be difficult, time-consuming and requires money. Except for faculty in a few business schools most others faculty have little bandwidth in terms of resources. As a faculty put it, 'So for an institute like mine, which is a private institute, very often it is on my time and my dime.'
- *Shortage of appropriate resource materials for teaching*: While copious material exists on business and environment in a developed country context there is very little on issues that concern firms in emerging economies such as India. Most material available in the context is written from an engineering/pollution control perspective and hence unsuitable for use in a business school. Further, even the material that exists in different institutions has not been inventoried so far and thus remains unavailable to the vast majority of teachers.
- *Challenges of building inter-institutional collaborations:* While there is a great deal of expertise in sectoral schools with respect to managing some of the key sustainability challenges, there is very little inter-institutional collaboration between these and conventional business schools. There is an urgent need to allow these linkages to come up and develop communities of partnerships in the area of sustainability.
- *Challenges of community engagement:* Many sustainability problems are rooted in the community these institutions operate in. So there is a strong argument for setting up community engagement and public-private partnerships.
- *Challenges of student perception and recruiter apathy*: The perceived lack of recruiter interest translates into to low levels of student interest in many sustainability related courses, especially those offered outside the top business schools (Jose 2016).

13.7 Future – creating communities of practice

This section is an overall reflection of the case studies we have discussed. A chapter in the current circumstances can play the role of a platform that coordinates projects and encourages experiments increasing and broadly socializing the ideas related to responsible management education. Sustainability is an idea which has arrived as poetry not prose. It is more rhetorical in term, a wish list that has to be institutionalized and professionalized. That journey is a long one.

The very character of the case studies, acute as they are reveal that sustainability as an idea has arrived in fits and starts, more as result of individual enthusiasm and initiatives and rather than as a result of institutional vision making fundamental changes to the core subjects. There are of course exceptions to the rule where the idea of social sensitivity is built into the curriculum. That said, it is true that Sustainability is not yet seen as a career, or a very long professional goal that either the academics teaching it; or the students engaging with those curriculums see themselves in.

As a result, sustainability as a concept is still an add-on not yet a part of the core paradigms of a subject. It has not yet been integrated as a subject. One witnesses this best in the language of engineering or technology. The holistic language of sustainability demands a conceptual and institutional inter-disciplinarity which is missing. The irony is that a subject which demands holism and a planetary perspective is still fragmented.

The philosophy of time and scale has been subject to benign neglect in courses on sustainability. Time becomes fundamental. One has to cover sustainability as renewability in an everyday sense, plotting sustainability between the business cycle and carbon and oxygen cycles of the nature. Business and eco cycles must combine and engage each other. Scale becomes equally important from the micro to the macro and new concepts like panarchy (Holling) need to worked into the conversations on teaching, research and collaborations.

Finally, it demands a variety of integration: an inter-disciplinarity; an institutional sense of ambitions and conversations; and especially now a planetary sense of the Anthropocene. Sustainability as part of responsible management education becomes an add on because it still works within the dualisms of:

1. Nature: Culture
2. Individual: Institution
3. Corporate: Social
4. Firm: Planet

The challenge of integrating sustainability is a challenge to the imagination to innovate new forms of thought which provide a sense of integrity and integration. This requires variety of conversation at the chapter level. One has to unravel the role of the chapter not only as connective and consolidator of imaginations but as a conceptual broker, translating and mediating ideas between (1) disciplines, (2) institutions and (3) pedagogies.

Sustainability needs to speak the languages of civil society, corporations, human rights groups and academic institutions so that it becomes a travelling fact, weaving its way through different projects.

Sustainability as a practice should now be seen as affecting the transition between capitalism and Anthropocene creating a local rather than global imagination. Speed and efficiency have to encounter eco-literacy and connectivity. The chapter becomes a mediator between conceptual and institutional worlds. All this is not possible without democratic governance structures; a committed community of practitioners and collaborations among that community.

Acknowledgement

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Notes

1 Scroll.in (April 27, 2016). Only 7% of Indian business school graduates are employable: ASSOCHAM study.' Retrieved from: https://scroll.in/latest/807281/only-7-of-indian-business-school-graduates-are-employable-assocham-study

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