



This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**



**GOA INSTITUTE OF MANAGEMENT**

*"Next Marking" Management Education*

May 14, 2013  
PRME Steering Committee  
c/o Jonas Haertle  
Head PRME Secretariat at United Nations Compact Office  
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Sub: Renewal of Commitment to PRME

This is to confirm our continued commitment to PRME. It delights me to share that as per the education philosophy approved by the Board of Governors of our institute, Social Sensitivity, Responsive Governments and unflinching commitment to the cause of environment protections are placed highest in the focus of our education.

The entire strength of our flagship PGDM Program (240 students) compulsorily take four credit course "Social Responsiveness" which forms part of the core curriculum of the program. All students spends one day every week in putting their efforts in supporting the underprivileged and participate in activities focusing on environment protection and community welfare. This is done under the mentorship of faculty and supervision of our partners from Industry, Governments and NGOs.

Some of the experiences are highlighted in the accompanying report. The projects undertaken by our students under the guidance of our faculty and in collaboration with NABARD (National Bank for Agriculture and Rural Development), ZAO (Zonal Agricultural Office), Government of Goa has helped many farmers who were suffering due to lower yield by educating them on the relevant practices and government schemes.

The success achieved by our students in enabling self-help group's mostly underprivileged women to enhance their economic standing by supporting them in finding apt markets and pricing is not worthy.

I take this opportunity to extend invitation to you and your colleagues at PRME to visit our institute at Goa and witness the fruits of labors of our students and faculty in living the principles in true spirit of PRME.

We assuring of our commitment

Yours sincerely

Dr. Sunil Rai

## UNPRME Progress Report 2011- 2013

Goa Institute of Management (GIM), Goa is a business school in western part of India. Its mission is to educate managers with the competencies to manage our nation's enterprise competently and confidently, with personal integrity and social responsibility and thereby provide value to society. Given the challenges facing organisations, those who want to play a part in leading tomorrow's organisations must be able to create value in order to gain a competitive edge.

We are committed to implementing the UNPRME Principles<sup>1</sup> at our Institute. We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students. We report the progress we have made in this implementation over the last two years:

### Progress made so far

#### Principle 1 and 2

- *Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.*
- *Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

The management of GIM is committed to inculcating social responsibility among students as part of their preparation for a managerial career. Responsible managers and leaders need to ensure that their decisions have benefits for their employing organization *as well as* for the society of which they are part. This requires a greater sensitization to the challenges in society and inculcation of a concern for under-served others. The curriculum has been modified to include courses that promote sensitization to the requirements of the under-served sections of society. We list some examples:

- In 2011 GIM initiated a service learning project (called the GiveGoa initiative) to build a sense of social responsibility among students and to serve society. The project is mandatory for the first-year students. In the process of trying to help the community address their problems, the students gain a first-hand feel of the community's circumstances and a fair understanding of the challenges facing client organizations who serve the community. The students discuss the learning from the project in several electives offered in the second year. Importantly, students experience the satisfaction of making a difference to the under-

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<sup>1</sup> Source: <http://www.unprme.org/the-6-principles/index.php>

served sections of society. For instance, they experienced great satisfaction in helping farmers (without title to land) access loans from banks.

- Some electives such as Sales & Distribution Management, Rural Marketing, Corporate Environmental Strategy, and Strategy & Innovation for BoP markets also provide students with an opportunity to understand how business can contribute to under-served sections of society. For instance, the course on Corporate Environmental Strategy helps students understand the most serious environmental problems faced in society, and how companies are responding to the problems. During the course, students discuss the pros and cons of mining in Goa. They also explore the adverse economic and social effects of banning mining operations. Through the discussion they understand the complexities of balancing development and environment. Students visit a mining plant to examine the plant's response to environmental concerns.

Again, the course on "Strategy and innovation for BOP markets" provides practical frameworks for developing and evaluating business approaches to address unmet social needs of those at the base of the economic pyramid. During the course, students discuss the government's efforts to benefit the low income consumers, the challenges it faces and the need for partnership with civil society and business to more effectively address their needs. Students share their experiences of working with government departments and civil society in Goa through the GiveGoa initiative. In this way, they see the relevance of the frameworks to address local issues.

- We have invited researchers and senior managers of companies to discuss the concept of responsibility, the challenges faced by companies and individuals in being responsible, and their responses. We also conducted discussions about the notion of individual responsibility and the challenges involved in being responsible.

### **Principle 3 and 4**

- *Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*
- *Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.*

Some faculty members have published papers reviewing the impact of government-initiated programs for the uplift of women and for rural education. Some faculty members are involved in introducing the Giving Voice to Values framework into electives. They have published some cases and articles on the use of the GVV framework. Chapter-contributions have been made to forthcoming books by UNPRME. Faculty members are in the process of developing cases to demonstrate how organizations can profitably address the needs of under-served sections of society such as farmers. Some faculty have helped the government prepare for disaster management and improve agricultural productivity through better irrigation systems.

Besides this, the student-club "HRiday" organised blood donation camp in association with the Goa Medical College. Students also donated books and clothes to the needy through a local NGO. Students participated in a marathon, as volunteers and participants. The marathon intended to raise awareness about El-Shaddei, an NGO that educates migrant children in slums and to raise

funds. Students collected clothes and books (from the seniors) and sent it to El-Shaddei for distribution to children in the slums.

GIM has recently created three Centres of Excellence to signal emerging areas of concern– Center for Social Responsibility; Centre for Innovation and Entrepreneurship and Center for Research Excellence.

## **Principle 5 and 6**

*Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.*

*Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

Through the service learning initiative, we have built partnerships with several client organizations such as banks, Business Associations, NGOs and government departments to provide students with an opportunity to take responsibility for making a (positive) difference to the lives of neglected sections of society.

Some students worked with the Zonal Agricultural Office (ZAO), the Indian Council for Agricultural Research (ICAR), some banks and the National Agricultural Bank for Rural Development (NABARD) to improve the agricultural yield from farming. Through partnerships with these organizations, our students have helped about 395 farmers get “soil cards” that form the basis for planning agricultural inputs. They have educated farmers in the use of these cards. They have also enabled farmers *without title to land* to avail bank loans without collateral. They have trained women artisans in improving the quality and returns from their products. They have worked in partnership with NGOs and government departments to help schoolchildren, drop-outs and differently-abled children speak English, do Math or express themselves better.

Many students got an experience of scoping a project, identifying market segments for a product/ service, developing ways of influencing the target segment and delivering value to stakeholders. These are additional and valuable skills for a managerial career.

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