



# PRME Progress Report 2014-16



**GOA INSTITUTE OF MANAGEMENT**

*"Next Marking" Management Education*

**DIVERSITY | ETHICS | INNOVATION | RESEARCH**

# Letter Of Commitment From The Director

It delights me to confirm our continued commitment to PRME! I am happy to share that GIM is one of an elite band of educational institutions worldwide that is Board-managed, faculty driven and alumni inspired. What this implies for all stakeholders (program participants, alumni, faculty, corporates, management/investors and society-at-large) is that in thought, word and deed, GIM continually stays relevant and anticipates changing stakeholder needs.

GIM treats its students as program participants. This reflects GIM's belief that learning styles are diverse and that all learning is best sustained with active involvement by the participant and not just by passive lecturing. It also reflects GIM's belief that every act of teaching is also simultaneously an act of learning, and faculty learn as much in the process of teaching as does the participant.

GIM's program participants -irrespective of whether they are cadet or practising managers, academicians or researchers-are therefore assured of an educational process that will enrich them meaningfully and sustainably. Our design thinking approach ensures that at the end of the program they possess not just current tools and techniques, but, more importantly, the ability to learn on their own and to apply learnings in a way that promotes an inclusive and sustainable society.

GIM believes that institutions which create, deliver or distribute value in society have a seminal role to play in societal debate and transformation. The mechanisms through which this role is performed may vary from time to time. Historically, the first mission of educational institutions has been distribution (of knowledge previously produced; teaching) which then expanded to production (of new knowledge; research). Today educational institutions are expected to adopt the third mission which is to apply Knowledge for the benefit of society.

This report is the third report on progress of our institution towards integrating responsible management education in the academic years 2014-2016. The aim of this report is to demonstrate what we have achieved so far and to identify our future directions.

We are happy that PRME India Chapter will be based out of GIM. We will continue to encourage other academic institutions and associations to adopt and support PRME principles so that we can together build a more meaningful and inclusive future for all humanity.



K Balakrishnan  
Director





# SHARING INFORMATION ON PROGRESS

## Principle 1 & 2 of PRME: Purpose And Values

“The mission of GIM is to “create knowledge and nurture leaders for sustainable business and an inclusive society for India and the world, while maintaining a strong and ongoing commitment to Goa”.

The vision of GIM is to produce “...sound business managers with all round capacity, with environmental sensitivity and social consciousness of their lesser privileged associates.”



In this section we share the vision and mission of Goa Institute of Management (GIM). In 2015, GIM formulated new mission and vision statements (presented above) where the Institute committed itself to nurturing more socially responsible leaders. To realize this, students need to build visions of a better future and develop a concern for the welfare of society (including the poor) and business.

The Institute initiated several steps to promote greater social responsibility among the students. On the curriculum front, the following modifications were made during the last two years:

First, the credits for the compulsory course on “Business Ethics” were increased. The course strongly communicates the need for business to be ethical.

Second, the compulsory course “Social Responsibility & Action” continued to be offered to students of two graduate programs: Post Graduate Program in Management and the Post Graduate Program on Healthcare Management. The course aimed at helping students become more socially responsible managers i.e., more aware of and responsive towards the needs of society (especially the poor) and business. A distinctive component of the course was a service learning project: students learnt through service to the society. The Institute partnered with several NGOs and government agencies for the purpose. In 2015-16, some changes were made in the design and conduct of the projects to improve their effectiveness. These are being reviewed.

Third, elective courses on “Corporate Governance” and “Rural Marketing” continued to be offered to students as electives. The course on “Corporate Governance” explored the concept of good governance and the role of the Board of Directors in enabling it. Various models of “Corporate Governanc”e were discussed and applied. The course on Rural Marketing provided an overview of rural markets and the special challenges involved in addressing the needs of the rural population. Various theoretical frameworks were discussed and applied to better understand the rural markets.

# SHARING INFORMATION ON PROGRESS



Fourth, some existing electives were modified and new electives added for the next academic year. The course on “Supply Chain Management” has included some sessions on Greening the Supply Chain. Two new courses are being added: (a) A course titled “Social Marketing & Social Engineering” will apply management frameworks to address social causes such as eradication of social evils and environment preservation. (b) A course titled “Business and Government,” will focus on the nonmarket (regulatory, political, social) environment of organizations and the ways to manage it.

On the administrative front, there was a progressive enhancement in vigilance of the ethical conduct of students. The conduct of exams became more stringent: During exams, students were distributed across more classes, to improve monitoring. Faculty members –rather than staff members alone- invigilated the exams. A committee was set up to investigate cases of copying in exams and tough action was initiated when incidences of copying were reported.

In future, we would like to integrate social and environmental sensitivity more fully into the curriculum. There are several facilitating trends which suggest that such an integration can be realized:

One, the Assurance of Learning of AACSB – of which GIM is a recent member- requires all teachers to think of how their courses and research are contributing to the vision and mission of GIM. Since GIM's vision and mission incorporate social and environmental sensitivity, it is likely that many courses would reflect this concern. In 2016, the institute organized an Assurance-of-Learning workshop for faculty, where a senior faculty member of Indian School of Business (ISB), Hyderabad, provided insights into the process.

Two, the 6th PRME Asia Forum brought together several business organizations that are integrating a concern for society and the environment in their business. Faculty members have begun writing case studies to document their initiatives. The dialogues with such companies could promote greater acceptance of the need for responsible management education.

Three, some newer faculty members have researched in areas related to responsible management. For instance, we have faculty members who have researched the relationship between corporate governance and firm performance, studied the impact of microfinance on women in Gujarat and applied mathematical models to examine the feasibility of environmentally sensitive manufacturing practices. A core group of such faculty members could evolve an interdisciplinary research and teaching agenda. This could help spread the idea of social responsibility across several courses.





# SHARING INFORMATION ON PROGRESS



## Principle 3 of PRME: Instructional Methods, Environments & Processes

In this section we share the new instructional methods and discuss the support provided to a variety of student initiatives that addressed societal concerns.

**Instructional methods:** We experimented with new Instructional methods to teach responsible management. For instance, the course “Business Ethics” powerfully communicated the need for ethical behaviour through films and related discussions/ assignments. The course “Social Responsibility and Action” developed several case lets to illustrate the typical decision dilemmas managers face in balancing community- and shareholder concerns. Experiential exercises helped students see the personal impact of the current social and environmental concerns. Guest speakers from industries - such as the mining industry- shared their responsible management practices and the consequences they faced when they behaved responsibly/ irresponsibly. A distinctive feature of the course was the use of experiential learning (through service learning projects called GiveGoa projects) to promote a concern for the society. The course “Research Methods” encouraged students to take up research projects with a social theme. Some examples of research projects include “Gauging awareness of the banking schemes among the local farmers” and “Impact of Primary Health Centre among local residents”.

The Centre conducted the 6th PRME Asia Forum in November 2015. It attracted delegates from academic and business organizations across Asia. The Forum was preceded by a Workshop on Teaching Responsible Management. The workshop provided several new ideas about how social consciousness and environment sensitivity could be inculcated. Following the Forum, GIM faculty members have been engaged in writing a case study about responsible management initiatives of Ambuja Cement. They will be writing a case study on responsible management initiatives of ThoughtWorks, another sponsor of the PRME Asia Forum.

**Supporting responsible behavior:** The Institute supported student and staff initiatives addressed towards the welfare of less privileged sections of society. Students were actively involved in serving society through their clubs. For instance, the student club called HRiday appreciated the efforts of GIM's cleaning staff with some gifts and words of appreciation. Again, the Samarthan club conducted some events to address the concerns of the less privileged people. It helped fulfil the wishes of destitute children in orphanages. It conducted an awareness generating activity for children from neighbouring rural schools. In 2015-16, it even organized and served lunch to the canteen staff and security





# SHARING INFORMATION ON PROGRESS



guards, much to the delight of the staff. Student-organized Business Plan Competitions at GIM incorporated social themes such as women's welfare ventures, social entrepreneurship and Rural Entrepreneurship. The Student-organized Ribandar Talks also invited senior executives from NGOs like Teach for India, to share their visions and experiences.

These events were supported by the management, the staff, students and faculty members of GIM in various ways. Faculty provided guidance, attended and judged various events conducted by students. The management supported the events financially and also by attending the events. In 2016, some faculty and staff members began to educate children of migrant labour who work on our campus. These children learn English and Mathematics, personal hygiene and social etiquette.

These initiatives reflect a concern for society. However, they stem from a view of social responsibility as charity. In future, we hope that students will also help companies adopt more responsible business practices. For this purpose, we are gradually modifying the service learning projects. Future projects will increasingly demonstrate that business can benefit by protecting environment and society.

In the next few years, the Centre aims to invite respected academics and practitioners to share how they integrate responsible management into their core activities. More faculty members will be encouraged to offer sessions on responsible management in their existing courses. Through the PRME India Chapter, we hope to conduct workshops for teachers in different functional areas, to help them better integrate a social consciousness and sensitivity to the environment.



**PRME** Principles for Responsible Management Education



## 6th PRME Asia Forum-Goa, India

November 27<sup>th</sup>-28<sup>th</sup>, 2015



### Esteemed Corporate Speakers

**AJAY KAPUR,**  
Managing Director and CEO,  
Ambuja Cements

**BAZMI HUSAIN,**  
Managing Director,  
ABB India

**RAVI FERNANDO,**  
Operations Director,  
Blue Ocean Strategy Institute, Malaysia

**SANTOSH DESHMUKH,**  
Chief Coordinator,  
Corporate Sustainability, Jain  
Irrigation Systems Ltd, India

**MR SAMEER SOMAN,**  
Managing Director,  
Thoughtworks

**MANOJ KUMAR,**  
Managing Director & CEO,  
Ricoh India

**PRADIPTA SEN,**  
President,  
India, Middle East & Africa Region, Emerson



# SHARING INFORMATION ON PROGRESS

## Principle 4 of PRME: Research

In this section we will discuss the increased emphasis on research at GIM and then present the research emerging in the field of responsible management. GIM initially focussed almost exclusively on teaching students. However, with time and the induction of more faculty members, more attention is now being paid to research. In 2013, the Centre for Excellence in Research was set up to facilitate research by organizing research seminars and funding some research projects (against proposals). Research proposals that sought funds from the Centre were reviewed for ethicality. Those who received funds from the Centre made a presentation of their findings to other faculty members. Research on responsible management has also received funding from the Centre.

The Centre for Social Sensitivity and Action (CSSA) was set up in 2013 to promote research, teaching and training/ consulting that would promote social responsibility within and outside GIM. Since the inception of the Centre, research on responsible management and responsible management education has made a modest beginning. Members of the Centre and others have published articles and book chapters on those themes. Annexure A presents the list of relevant publications in the last two years.

The Institute wants to promote more and good quality research on responsible management and responsible management education. The UN's Sustainable Development Goals (SDGs) will inform research by the members of the CSSA. Reducing poverty and inequality are two important SDGs of particular relevance to India. The Centre will promote research on issues related to these goals. It will also promote research on how business and business schools are responding to poverty and inequality and with what outcomes. Based on this research, the Centre could suggest policy and practices that help the poor overcome poverty/ inequality and simultaneously help business improve its performance.

In the coming years, we hope to invite academics from several functions to write case studies and do research on relevant themes. The Centre is in talks with an NGO to do primary research on creating ecosystems for livelihood enhancement and poverty reduction.



**SIXTH UNITED  
NATIONS SUPPORTED  
PRIME ASIA FORUM  
- GOA, INDIA**

**27th - 28th NOVEMBER, 2015  
Towards Responsible Management Education**





# SHARING INFORMATION ON PROGRESS



## Principles 5 & 6 of PRME: Partnerships and Dialogue

In this section we will present the partnerships established and sustained over the last two years.

Partnerships with internal stakeholders: In 2015, students of GIM set up Vinidhan, a registered society that aims to help GIM staff and students invest in the market. It aims to invest a portion of the profits earned from these investments to create a better learning environment and to help society through philanthropy. In 2015-16 the fund earned an annualized return of 11.6% as against the market return of -06.17%. Philanthropic activities are being reviewed for investment. Other initiatives of student-clubs that celebrated the contributions of staff members have been described earlier.

Partnerships with industry: Many faculty members invited corporate executives to address students in their courses. Student clubs also invited corporate executives to deliver guest lectures. A few of the guest speakers talked of the social responsibility of business. Partnerships with a few companies – such as Nestle and Cipla- are being established through the service learning projects. After the PRME Forum, two of the industry sponsors are working with GIM faculty members to write case studies. The dialogue with industry could provide a greater understanding of the practical challenges and opportunities in integrating social responsibility into business.

In 2016, a faculty member attended the Confederation of Indian Industry (CII)-certified Sustainability Assessors Program. The program was conducted by the CII-ITC Centre of Excellence for Sustainable Development. Certified sustainability assessors later help CII assess corporate sustainability initiatives for the annual CII-ITC Sustainability Awards. CII has been building sustainability professionals in India to drive excellence in sustainability among companies. A partnership with CII could provide faculty members with opportunities to (a) do research and write case studies in the area of Sustainability (b) offer training and consultancy to companies seeking advice on Sustainability.

Partnerships with the government and civil society: Partnerships with NGOs and government agencies expanded in the last two years through the service learning projects. GIM worked with and through NGOs and government departments/agencies. Partnerships with a few more NGOs were established in the last two years.

Faculty members also partnered with NGOs to understand social challenges and find ways of addressing them. In early 2016, a faculty member participated in a seminar on “Preserving Culture: Protecting Livelihoods” at NALSAR University, a premier law university at Hyderabad, India. Traditional street performers are facing several obstacles in pursuing their vocation in the context of increased urbanization. The seminar explored what they could do to protect their livelihoods in an increasingly urban world. Dialogues with lawyers, activists and union leaders were instructive.

In a first, GIM students hosted and organized a TedX talk by members of civil society in 2015. The speakers included Mr. PandurangTaware – the father of Agri





# SHARING INFORMATION ON PROGRESS



Tourism in India, Prof. R. Vasudevan – The 'Plastic Man of India', and Mr. Rohit Pradhan – the man who has made quality sound production affordable. Mr Taware's initiative helped poor farmers earn a livelihood through agri-tourism. Prof Vasudevan helped convert non-biodegradable waste into plastic with multiple uses.

Partnerships with government agencies also emerged in the last two years. A faculty member became a member of the Social Responsibility Sectional Committee of Bureau of Indian Standards (BIS), Government of India. The Bureau of Indian Standards (BIS), the National Standards Body promotes the development and implementation of standards within the country. The Social Responsibility Sectional Committee, MSD10 of BIS generates awareness about Social Responsibility and works toward standard development. The faculty member has been involved in developing standards such as the Indian Standard Social Accountability at the Work place (First Revision).

Partnership with other business schools through PRME: The recent formation of the PRME India Chapter offers an opportunity to understand what Indian business schools are doing to promote responsible management. We are still in the process of formulating the objectives of the Chapter. Like other Chapters, we broadly expect to (a) advance the cause of Responsible Management Education across business schools in India through awareness generating events; (b) collaborate with others to develop context specific research projects and learning materials; (c) conduct faculty development workshops to promote more effective teaching of responsible management.

The partnership with PRME grew stronger over the last couple of years, with a representation in the PRME Advisory Committee and in Working Groups on Poverty, a Challenge for Management Education and Sharing Information on Progress (SIP). The PRME Working Group on Poverty advocates the integration of poverty-related discussions into all levels of management education. The PRME Working Group on SIP aims to raise awareness and facilitate dialogue & research on SIP reporting. In 2014, the group developed a Basic Guide to developing the SIP. In 2015, it helped signatories better capture the benefits of reporting. On the occasion of the 2015 Global Forum for Responsible Management Education, the Working Group recognized seven signatories for their excellence in reporting. The PRME Advisory Committee was recently constituted to provide advice to the PRME Steering Committee.

Dialogue with members of the PRME Committees and Groups helped identify (a) international student networks with whom GIM students could dialogue on responsible management education; (b) academic and business organizations with whom faculty members could network. They also provided opportunities to share GIM's initiatives with others and participate in judging events such as the PRME-LEAD student video competition. Last, they helped develop more effective ways of presenting the SIP.

In future, we hope to strengthen our relationship with UNGC (India), business and NGOs. We would like to invite more speakers from industry, government and NGOs to share ideas about how responsible management can be promoted in various functional courses. We would like to strengthen and extend our participation in PRME by inviting PRME signatories to share what can be done to promote responsible management across various functional courses. Importantly, we would like to reach out to GIM faculty members and students to examine whether and how Responsible Management can be a part of the curricular and extra-curricular events.





# FUTURE DIRECTIONS

In the coming years, we remain committed to developing socially conscious and environmentally sensitive students. The following initiatives could help achieve this:

Greater integration of social responsibility into the curriculum by (a) strengthening existing stand-alone courses on governance, ethics and social responsibility (b) integrating these themes into other functional courses and (c) offering faculty members an opportunity to learn how to integrate these themes in their course curriculum.

Development of an inter-disciplinary research agenda that enables socially responsible behaviour among organizations

Development of innovative and context-appropriate learning materials that help students see the importance of being socially responsible managers

Networks with PRME signatories, UNGC (India), business enterprises and NGOs to facilitate dialogue and research into how poverty and inequality can be addressed.

Networks with international student bodies and participation in their events.







# Annexure A Publications on Responsible Management: 2014-16

2014

1. Singhal, D. (2014) "Women Empowerment through Social Initiatives: An Indian Story". *DLSU Business & Economics Review*, 35-44..
2. Swamy, R. (2014) "Inculcating Social Responsibility at Goa Institute of Management", *Management and Change*, 18(1): 123-36
3. Swamy, R., Singhal, D., & Sahu, A. (2014) "Towards Inculcating Social Responsibility among Future Managers: GiveGoa Initiative". *Management in Government*, 47(2), 1-8. (2014).

2015

4. Amarnani, A. (2015) "Impact of Microfinance on poor women – Lessons from Sabarkantha – Gujarat". *IIM Kozhikode Society and Management Review*, 4(2), 92-105.
5. Ramesh, C.M & Swamy, R. (2015) Case study: Corporate Social Action in Goa's mining industry. In Manos, R and Drori, I. (Ed.) (2015) *Corporate Responsibility: Social Action, Institutions and Governance* E-Book, Palgrave-Macmillan
6. Singhal, D. (2015) "Gender Equity Issues: Towards Understanding the Gender Gap in India". Submitted for competitive event organized by Indian Institute of Public Administration, New Delhi. Received First Professor Saroja Memorial Award for the best article.
7. Singhal, D. (2015) "Career, Moving beyond boardrooms". Retrieved from <http://www.thestatesman.com/mobi/news/108299-moving-beyond-boardrooms.html> on December 28, 2015
8. Jena, S.K., & Sarmah, S. (2015) "Measurement of consumers' return intention index towards returning the used products". *Journal of Cleaner Production*, Volume 108(Part A): 818-829.

2016

9. Jena, S., & Sarmah, S. (2016) "Price and service co-opetition under uncertain demand and condition of used items in a remanufacturing system". *International Journal of Production Economics*, 173, 1-21, (2016).
10. Swamy, R. & Keegan, S (2016) "Developing responsible managers through service-learning at Goa Institute of Management, India." In Leigh, L. & Sunley, R (Ed.) (2016) *Educating for Responsible Management- Putting theory into practice*. Greenleaf Publishing. (Forthcoming)

## CONTACT INFORMATION

This report\* has been prepared by  
Prof. Ranjini Swamy and Dr. Divya Singhal.  
They can be contacted at [ranjini@gim.ac.in](mailto:ranjini@gim.ac.in)  
and [divyasinghal@gim.ac.in](mailto:divyasinghal@gim.ac.in)

## ADDRESS

GOA INSTITUTE OF MANAGEMENT  
Sanquelim Campus, Sattari Taluka Poriem,  
Goa- 403505 India  
Tel: + 91 832 2366700  
[www.gim.ac.in](http://www.gim.ac.in)

**PRME**

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

\* Note: This is the third SIP Report prepared by Goa Institute of Management for the period 2014-16.