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Sustainable Development Goals (SDG) Embedded Knowledge Management In B Schools

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Abstract

Knowledge in any form is crucial in daily tasks. Everyone is familiar with how to perform their job, and this expertise can later be applied to similar activities by adjusting it to new contexts based on experience. Contemporary knowledge-centric perspectives on organisations suggest that knowledge keeps organizations unified. Nowadays, knowledge is increasingly regarded as the most valuable asset for organisations, and it is believed that every experience can be leveraged and reused. This applies not only to specific areas like coding but also implies that any form of knowledge can be utilized by others. "Recognising, overseeing, and sharing knowledge while implementing best practices has benefited some companies, often saving or generating vast amounts of money". The 2030 Agenda for Sustainable Development, which was adopted by all UN Member States in 2015, offers a collective framework aimed at ensuring peace and prosperity for individuals and the planet, both now and in the future. Central to this agenda are the 17 Sustainable Development Goals (SDGs), which represent an urgent call to action for every country, regardless of its development status, in a collaborative global initiative. These goals emphasise that efforts to eliminate poverty and other forms of deprivation should be pursued alongside strategies that enhance health and education, decrease inequality, and encourage economic growth, all while addressing climate change and striving to safeguard our oceans and forests. The present study addresses the role of SDG embedded management education with special attention to creating a knowledge economy which may cater to industry-fit employable graduates.

Keywords: *Knowledge Management, Knowledge Economy, Management Education, Sustainable Development Goals*

INTRODUCTION

India's economy is growing quickly, on track to become the third largest in the world and worth $5 trillion. Unlocking the potential of the nation's youth is essential at this critical juncture. Recent statistics show that 46.9% of Indians are under 25, with a nearly equal mix of men (47.4%) and women (46.3%). If properly utilized, this group can be a great asset that promotes prosperity and growth. In light of this, the Indian government placed a strong emphasis on employment and skill development in its most recent budget. Over the next five years, 4.1 crore people are expected to receive skill development training and job prospects thanks to a substantial allocation of Rs 2 lakh crore. This government initiative is in line with the changing approaches of Indian universities and business schools, which are moving more and more toward need-based and skill-based courses. This signifies a shift from the conventional, one-size-fits-all method to curricula that give pupils real-world skills for the contemporary workforce. The emphasis on theory rather than real-world application in India's educational system has long drawn criticism. Because they lack the abilities needed to do their professions well, many graduates are labelled as unemployable. A change in educational strategies is urgently required as a result of this disparity. Due to changes in the sector, employers increasingly seek candidates who can contribute right away without requiring a lot of on-the-job training. Without the practical abilities to support it, a degree is of little use. The paradigm of traditional schooling is changing dramatically. To prepare students for lifelong learning and flexibility, as well as for their first employment, curricula must shift toward need-based and skill-based learning. It can only be achieved by incorporating industry collaboration, interdisciplinary learning, and technology into their curricula to guarantee that students are industry-ready and prepared for future challenges.

Statement of the Problem

This study examines how India's knowledge-based economy has grown and developed, examining its main forces, obstacles, and potential. Due in large part to government initiatives, the emergence of IT hubs like Bengaluru, and a youthful, computer-savvy populace, India has become a global leader in information technology, digital services, and innovation during the past few decades. From the early days of IT outsourcing to its current status as a hub for innovative technology and entrepreneurship, the paper charts the historical development of India's knowledge economy. It looks at the main forces behind growth, such as infrastructural development, education, new technologies like blockchain and artificial intelligence (AI), and the booming start-up scene. Notwithstanding these achievements, there are still issues, such as a lack of skilled workers, poor rural infrastructure, legal restrictions, and cybersecurity worries. The research gap identified as the B schools are in a transformation stage to design their curriculum in such a way that the future managers, executives, and entrepreneurs are industry-fit in all means to face the challenges of the knowledge economy. The present study also accentuates how SDGs can be aligned with and cater for needs fruitfully in the changing environment with skill development and knowledge management efforts in the Indian B schools.

Objectives of the Study

- To know the importance of SDGs in management education in India.
- To design a curriculum with SDG SDG-embedded curriculum for management education
- To learn the perceived quality of SDG embedded curriculum for management education among B Schools.
- To offer a framework for Sustainable Development Goals (SDG) Embedded Knowledge Management in B Schools

Scope of the Study

The present study is an attempt to propose a model for SDG embedded curriculum for management education, which is the need of the hour. The creation of a framework was also initiated based on the findings of the study. Non-probability sampling techniques are frequently used due to their ease of use and simplicity, even though they might not provide the same equalisation advantages as probabilistic sampling. One such non-probability strategy is convenient sampling, which chooses samples from regions near the target population.

Research Question

The present study identifies a research gap and offers the possibility to inquire into the possibility of embedding SDGs in the curriculum of higher education, especially in management courses.

Indian Knowledge Economy- The Evolution

A paradigm change in the global economic landscape, the knowledge economy highlights the vital role that information, technology, and human capital play in promoting economic progress. The knowledge economy, in contrast to traditional economies that depend on manufacturing and tangible resources, is fueled by innovation, intellectual property, and the sharing of knowledge. India has been a dynamic actor in this regard, positioning itself as a centre of knowledge-based businesses by utilizing its large pool of highly qualified workers, technological innovations, and progressive legislation. The early 1990s economic liberalisation marked the beginning of India's serious transition to a knowledge economy. This change was sparked by the information technology (IT) sector's subsequent expansion, which saw cities like Bangalore, Hyderabad, and Pune develop into internationally renowned hubs for innovation.

A workforce skilled in negotiating the intricacies of a knowledge-driven world was also established by India's dedication to fostering top-tier educational establishments, such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs). The knowledge economy currently influences many aspects of India's economy, from the country's flourishing pharmaceutical and IT sectors to the growing start-up scene and digital transformation projects. To fully realise the potential of the information economy, a proactive and inclusive approach is required to address issues like digital inequality, regulatory bottlenecks, and skill mismatches that still exist despite these developments.

Literature Review

Sustainable Development-Definitions

"The core of sustainable development is to address the essential needs of humanity fairly without harming

the natural systems on our planet." (Kemp and Martens, 2007, p. 5). "Sustainable development relates to the advancement of society that does not impose costs on future generations, or at least strives to offset such costs." (Ciegis, Ramanauskiene, and Martinkus, 2009, p. 29). The fundamental grasp of the idea of sustainable development is evident; however, the various interpretations of this concept by different authors have become a topic of debate (Ciegis et al., 2009; Kasztelan, 2017; Osorio et al., 2005; Hopwood et al., 2005) as the notions of sustainable development and sustainability continue to change over time. For example, in the beginning, only environmental factors were considered when discussing sustainability issues, but it now includes additional aspects as well. "Sustainability is viewed as a fragile equilibrium among the economic, environmental, and social well-being of a community, nation, and the planet. " (Kutay and Tektufekci, 2016, p. 72). The idea of sustainable development is recognised to have three facets: environmental, economic, and social (McKeown et al., Education for Sustainable Development Toolkit, 2006), and this phenomenon is also referred to as the triple bottom line approach. John Elkington introduced the term 'Triple Bottom Line' in 1994 (Elkington, 2013; Norman and MacDonald, 2004; Żak, 2015; Alhaddi, 2015; Slaper and Hall, 2011), which articulates sustainability across three dimensions, namely environmental, economic, and social (Slaper and Hall, 2011). The triple bottom line (frequently shortened to TBL) is also recognised as the 3 Ps, which denote people, planet, and profits (Elkington, 2013; Alhaddi, 2015; Zak, 2015; Southside_staffing, 2017; D. Ferrer-Balas, 2008). The three dimensions, namely economic, environmental, and social, correspond to profits, planet, and people, respectively (Alhaddi, 2015).The idea of sustainable development requires ongoing progress, but one that considers environmental, social, and economic aspects simultaneously (Kearins and Springett, 2003). From the outset, there have been numerous misconceptions regarding the notions of Corporate social responsibility (CSR) and Sustainable development, as well as the connection between the two (Ebner and Baumgartner, 2006; Behringer and Szegedi, 2016), but the ambiguity surrounding these ideas has somewhat diminished in recent times. Behringer and Szegedi (2016) stated that "The business sphere got a larger and larger role in sustainable development, and it has become clear by now that CSR contributes to the sustainable development of the business sphere and without that, sustainable development cannot be attained. (Behringer and Szegedi, 2016, p. 10). In this study, Sustainable development is employed as an overarching term that includes the concept of Corporate social responsibility.

Management Education in India

Management education is one of those areas that has gained global recognition over the last few years because the twentieth century was regarded as the time of 'Management' (Keulen and Kroeze, 2014; McGrath, 2014). The 'Management' has become essential in all aspects of our lives. The term management is not a recent creation and has been utilised in many societies across the globe for centuries (Kumari, 2012). One of the primary reasons for the extensive appeal of management education is attributed to the 'Universality of Management' function (Mahajan, AIMA Journal of Management and Research, Volume 9 Issue 2/4, 2015; R., 2004). There is no operation within any organisation, whether it be production, manufacturing, negotiation, HR, marketing, IT, supply chain, etc., that can operate independently from 'Management' since all are related fields. The acclaim for management education is not new and can be traced back almost thirty years (Shetty, 2014).

Over the past thirty years, the trend among students to pursue management education and aspire to become future managers has increased significantly. In the current dynamic business climate, management education has become essential and plays a crucial role in developing future managers (Balaji, 2013; Kumari, 2012). Management education aids in broadening students' knowledge and comprehension by fostering effective managerial skills and competencies (Balaji, 2013). The objective of management education is to equip future managers to tackle the various challenges and risks they will encounter in the corporate world (Oza and Parab, 2012). Raju T. V. (2015) in their research on 'Managing Management Education: A Current Scenario' also remarked that "Education is about the preparation of unprepared minds" (Raju, S T, and D S, 2015).

Structure and Regulation of Management Education in India

The management education institutions in India are categorised into six groups. The current arrangement of B-Schools in India is as follows:

1. Indian Institutes of Management (IIMs) were established by the Government of India.
2. University Departments of Management Studies, including distance, correspondence, and part-time courses.
3. Colleges and Institutes that are affiliated with universities.
4. Private or government institutes recognised by the All India Council for Technical Education (AICTE).
5. Private institutes or colleges that are not affiliated with any universities and lack AICTE approval.
6. Private colleges or institutes that provide MBA courses in India in partnership with foreign universities, where degree and diploma certificates are issued by the foreign universities" (Ravi, Rao, and Prasad, 2015).

In effectively regulating management education in India, numerous regulatory bodies have played a crucial role, including: Department of Higher Education, MHRD; All India Council for Technical Education (AICTE), University Grants Commission (UGC), Board of Management Studies under AICTE; All India Management Association (AIMA), National Board of Accreditation (NBA), etc. (Mahajan,2012). The Department of Higher Education is tasked with the duty of regulating, upholding quality, and supporting various postgraduate programs related to management and other fields under the auspices of the Ministry of HRD, with assistance from various institutions such as UGC, AICTE, National Board of Accreditation (NBA), AIMA, etc. (Mahajan et al. , Management education landscape in India: Issues, challenges and strategies, 2012).

Changing Paradigm of Management Education in India

The growing focus and awareness concerning the idea of sustainability is recognised not just by national and international institutions and policymakers but also within educational establishments (Giovannoni and Fabietti, 2014; Cornelissen, Berg, Koops, Grossman, and Udo, 2001). A study by the World Bank indicates that India has the second-largest educational system globally, following China. Per the All-India Survey on Higher Education 2017-18, India boasts 903 universities, 39,050 colleges, and 10,011 standalone institutions (All India Survey on Higher Education 2017-18, 2018). Consequently, incorporating the idea of sustainable development into management education is a significant obligation for educators in India, given the extensive presence and influence of education in the country (Goyal and Gupta, 2014). Management education in India has consistently progressed over the years. Research conducted by various scholars in the domain of management education indicates that the quality of management education in India is a significant source of concern and requires urgent attention (Mahajan, 2015; Subrahmanyam and Shekhar, 2014). Over time, the proliferation of management education institutions has contributed to a decline in the quality of management education in India (Raju, S T, and D S, 2015; Unde and Bhor, 2013), and currently, as trends suggest, only graduates from top B-Schools in India are being offered higher salary packages. One of the primary reasons for this significant dissimilarity can be linked to the fact that only the leading B-Schools in India have upheld their quality and standards in both pedagogy and curriculum, as opposed to the remaining B-schools that are now merely concentrating on profit maximization by increasing student enrollment rather than enhancing the quality of education they provide. The management education institutions ought to concentrate on enhancing the quality of their education to endure and create a distinct space in today's evolving business landscape (Shetty, 2014). Currently, the management education institutions in India find themselves in a state of crisis, as many newly established B-schools in recent years are not prioritizing quality education at all (Shetty, 2014). Therefore, it can be inferred that the expansion of management education institutions in India is predominantly quantitative and less qualitative in character. The enhancement of management education quality in India can be achieved solely through the implementation of comprehensive and rigorous changes in the management education system (Kagawa, 2007).

Changing Paradigm of Management Education in India

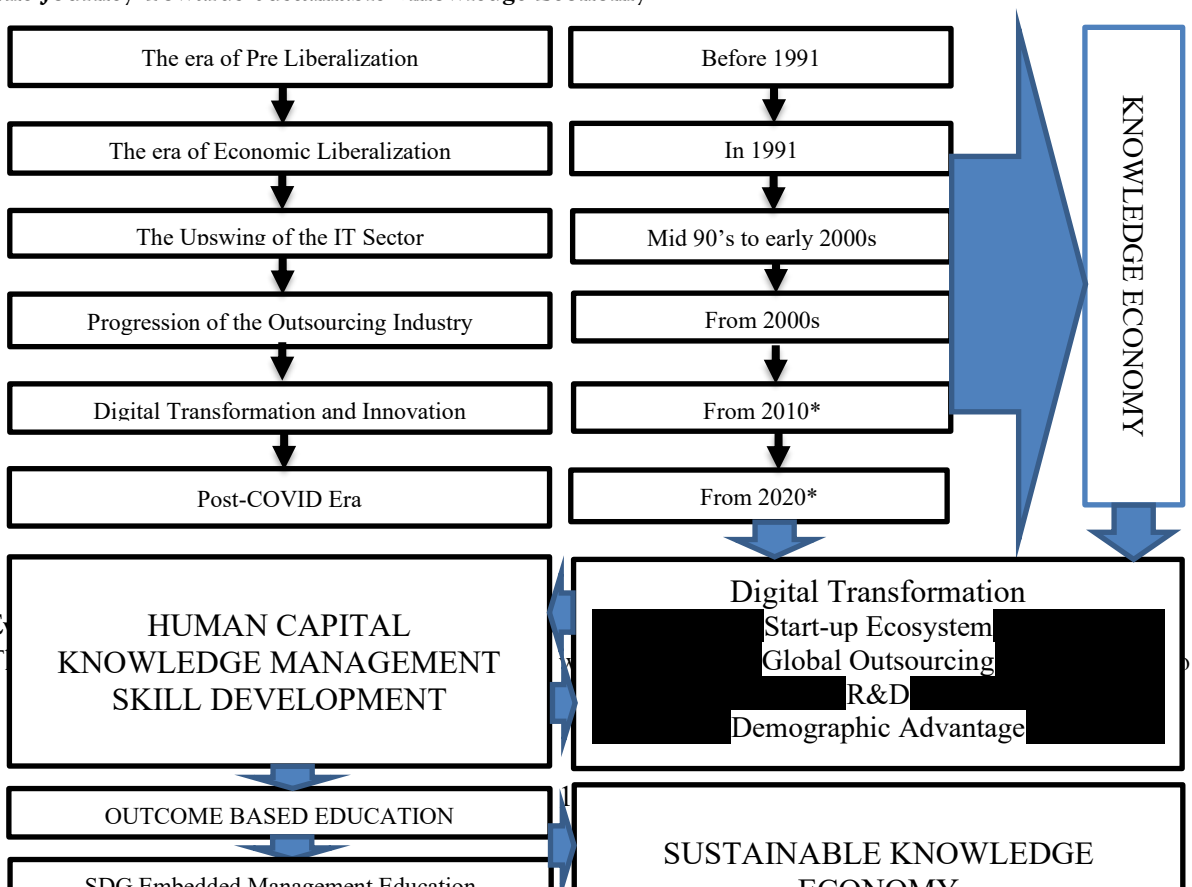
The growing focus and recognition of sustainability is experienced not only by national and international agencies and policymakers but also within academic institutions as well (Giovannoni and Fabietti, 2014; Cornelissen, Berg, Koops, Grossman, and Udo, 2001). Based on a study by the World Bank, India holds the position of having the second-largest educational system globally, following China (R., 2004). As per

the All-India Survey on Higher Education 2017-18, there exist 903 universities, 39,050 colleges, and 10,011 stand-alone institutions across India (All India Survey on Higher Education 2017-18, 2018). Therefore, it is a significant obligation for educators in India to incorporate sustainable development concepts into management education due to the extensive reach and presence of educational institutions in the country (Goyal and Gupta, 2014). Over the years, management education in India has developed continuously. Research conducted by various scholars in management education indicates that the condition of management education in India is a significant concern and requires prompt attention. The rapid increase in the number of management education institutions over the years has resulted in a decline in the quality of management education in India (Raju, S T, and D S, 2015; Unde and Bhor, 2013), and currently, as trends indicate, only graduates from top B-Schools in India receive higher salary packages. A major factor for this significant disparity can be linked to the reality that only a few elite B-Schools in India have sustained their quality and standards concerning pedagogy and curriculum, in contrast to the majority of B-Schools that are now primarily concentrating on profit maximization by increasing student enrollment instead of enhancing the quality of education they provide. Management education institutions should prioritize improving the standard of their education to thrive and establish a unique position in today's ever-changing business landscape (Shetty, 2014). Currently, management education institutions in India are facing a crisis as numerous new B-Schools that have been established in recent years are not adequately concentrating on educational quality (Shetty, 2014). It can thus be inferred that the expansion of management education institutions in India is predominantly quantitative rather than qualitative. The enhancement of management education quality in India may only be achieved through the implementation of comprehensive and stringent reforms in the management education system.

Education for Sustainable Development

Education for Sustainable Development (ESD) is also widely referred to as Sustainability Education (SE) and Education for Sustainability (EfS) (McKeown et al., 2006). The main aim of the Education for Sustainable Development movement is to create a better world for current and future generations. Education is now widely acknowledged as a crucial tool for achieving sustainable development (Mochizuki and Fadeeva, 2010). Marques (2016) also stated that "ESD can serve as a catalyst for change and social transformation aimed at achieving greater equity in the relationships between society and the environment" (Marques, Trevisan, and da Cruz, Treading paths to sustainability: an analysis of the postgraduate curriculum in business administration, 2016).

The Journey Towards Sustainable Knowledge Economy



education in the year 1975 during an international environmental education initiative commonly referred to as the United Nations Environmental Program (UNEP), which was organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Yarime and Tanaka, 2012).

Responsible Management Education

Over the last decade, the comprehension and significance surrounding the idea of responsible management education have grown. Business organisations have also begun to recognise the role of society in the effective operations of their businesses and how every business decision is influenced by new social and economic reforms. While there is no universally accepted definition of responsible management, it may encompass various criteria such as "development of moral values, soft skills, systematic thinking, and a shared vision that is respectful, participative, and inclusive (Swamy, 2017). "

"Responsible management education enhances students' understanding, abilities, and perspectives regarding responsible business leadership to influence the future course of the 21st century" (Prandini, Isler, and Barthelmess, 2012, p. 16).

Sustainable Development Goals

The Sustainable Development Goals (SDGs), which were embraced by the United Nations in 2015 as a component of the 2030 Agenda for Sustainable Development, comprise a collection of 17 worldwide objectives designed to tackle significant issues such as poverty, inequality, climate change, and environmental deterioration (Summers, Childs, & Corney, 2005). These objectives are interrelated and highlight the importance of balancing economic progress, social inclusion, and environmental sustainability.

The Sustainable Development Goals are;

No Poverty- aims to eradicating poverty in all its forms

Zero Hunger: battling with hunger, achieving food security, improving nutrition, and promoting sustainable agriculture.

Good Health and Well-being: to ensure healthy lives and promote well-being for all at all ages.

Quality Education: accentuate the importance of inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Gender Equality: special attention to achieving gender equality and empowering all women and girls.

Clean Water and Sanitation: to ensure the availability and sustainable management of water and sanitation for all.

Affordable and Clean Energy: to make sure the access to affordable, reliable, sustainable, and modern energy for all.

Decent Work and Economic Growth: aims to be sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

Industry, Innovation and Infrastructure: to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Climate Action: urgent action to combat climate change and its impacts.

Responsible Consumption and Production: emphasizes the need for sustainable consumption and production patterns. sustainable.

Reduced Inequalities: to reduce inequality within and among countries.

Life Below Water: aims to conserve and sustainably use the oceans, seas, and marine resources for sustainable development. sustainable

Sustainable Cities and Communities: focuses on making cities and human settlements inclusive, safe, resilient, and sustainable.

Life on Land: seeks to protect, restore, and promote sustainable use of terrestrial ecosystems, combat desertification, and halt biodiversity loss.

Peace, Justice and Strong Institutions: promotes peaceful and inclusive societies, access to justice for all, and effective, accountable institutions at all levels.

Partnerships for the Goals: focuses on strengthening the means of implementation and revitalizing the global partnership for sustainable development

Fig1: Sustainable Development Goals

Sustainable Management Education in India

Sustainable management education is crucial for India to address urgent environmental, social, and economic issues while preparing future leaders to navigate a rapidly changing global environment (Subrahmanyam & Shekhar, 2014). Here are the key reasons for its importance;

To tackle environmental issues: India encounters significant environmental challenges such as climate change, resource depletion, pollution, and loss of biodiversity. Sustainable education provides students with the essential knowledge and skills needed to effectively address these issues (Rasche, Escudero, 2009).

To align with global objectives: Incorporating sustainability into management education aligns with the United Nations' Sustainable Development Goals (SDGs), fostering global citizenship and encouraging responsible decision-making in both business and policy (Shephard, 2008).

To improve employability: Employers are increasingly looking for managers who comprehend Environmental, Social, and Governance (ESG) principles. Sustainable education ensures graduates possess the relevant skills that industries require as they shift towards sustainability-focused practices.

To encourage ethical leadership: Sustainability education nurtures ethical values, critical thinking, and a sense of accountability towards society and the environment, empowering future leaders to make choices that positively impact both current and future generations (Shetty, 2014)**.**

Economic growth and risk management: By integrating sustainability into educational programs, institutions prepare managers to drive sustainable economic growth while mitigating risks linked to unsustainable practices, such as resource scarcity or regulatory penalties.

Comprehensive development: A multidisciplinary strategy that weaves sustainability throughout the curriculum aids in producing well-rounded individuals who can tackle complex socio-economic and environmental issues from various viewpoints (McKeown, 2002).

Sustainable management education is essential for enabling Indian institutions and graduates to make significant contributions to sustainable development while promoting innovation, ethical leadership, and global competitiveness (Rands, 2009).

The role of SDG in Management Education

In today's 21st Century landscape, various business organizations are promoting and incorporating sustainability into their business practices not just to achieve their Corporate Social Responsibility (CSR) goals of contributing to the communities in which they operate but also to improve their public image and build a positive reputation among their customers. Business organizations are also becoming aware of the detrimental effects of their operations on the environment and are therefore attempting to incorporate sustainability into their business practices (Stubbs and Cocklin, 2008). Business organisations worldwide should aim for excellence by creating and implementing innovative products and services while also keeping their business models current to effectively address and satisfy the needs and expectations of governments, businesses, and society as a whole (Shetty, 2014; Iyer, Saikia, and Chakrabarti, 2014). The businesses are also conscious of the adverse effects of their operations on the planet's natural environment. Organizations globally are realizing that by embracing responsible business practices, they are not only benefiting their stakeholders but are simultaneously aiding in enhancing the long-term sustainability of their enterprises (UNGC, 2012). In the current age, the public's awareness of various sustainability issues around the globe has also grown, and individuals are quite knowledgeable about them. People worldwide have begun to realize that the existing trends and practices within businesses are not sustainable and can only be improved through adequate training, increased awareness, education, etc. (McKeown, Hopkins, Rizzi, and Chry, 2006). Our nation also requires skilled managers who can contribute to the growth and advancement of our country (Balamurugan and Dharsini, 2017; Shukla, 2013). In light of the global call for action, management education institutions should also revise their

curriculum to align with industry requirements and also address the evolving environmental and social needs of people worldwide (Shetty, 2014). The incorporation of the concept of Sustainable development in management education will assist in nurturing a culture of sustainability in our society so that every citizen will then begin to act responsibly and help in fostering positive changes in our society. There is a growing demand among corporations for those individuals who can function as change agents by effectively managing various sustainability challenges (Mochizuki and Fadeeva, 2010). A Sustainability literate graduate will have a better grasp of the economic, environmental, social, and political contexts of each complex situation; possess efficient problem-solving skills as they will comprehend the practical aspects of each issue, and will also exhibit creative-thinking abilities. The most crucial skill among all is to take the initiative and advance the beacon of change (Kagawa, 2007).Spasovski et al. (2015) stated that "Sustainable development makes sense only if it becomes a way of life" (Spasovski, Filipovic, Santic, and Martinovic, 2015, p. 66). This assertion, in itself, illustrates the significance of the concept of education for sustainable development in fostering change in our community. Education is commonly recognized as a crucial catalyst for effecting change that leads to sustainable development (Mochizuki and Fadeeva, 2010; Otte, 2016). Concepts like Sustainable Development, Sustainability, and Education for Sustainable Development are increasingly gaining broad recognition and acceptance in universities and colleges by both the teaching community and students alike (Doh and Tashman, 2012). Numerous studies also demonstrate that education is viewed as a vital tool for achieving sustainable development (McKeown, Education for Sustainable Development Toolkit, 2002). Education plays a critical role in raising the environmental and social awareness of individuals within our society to mitigate the adverse effects of human activities on the earth's natural environment (Spiropoulou, Antonakaki, Kontaxaki, and Bouras, 2007).

Embedding Sustainable Development Goals (SDGs) into management education, especially within MBA programs, is essential for equipping future leaders who can promote sustainable development and tackle global issues. Here are methods to incorporate SDGs into the management curriculum:

Curriculum Redesign

Special focus to SDG Courses: while designing the curriculum, special efforts are needed to launch specific courses or modules which highlights the importance of 17 SDGs, with the objective that students recognize its importance in business operations in an in depth manner.

Possibilities of Interdisciplinary Approach: the application of case studies, simulations, and projects that merge multiple SDGs to elucidate their interrelation and promote comprehensive thinking among students can be another possibility (Montanes, & Tovar, 2012).

Focus on Experiential Learning: Collaborations with organizations those support SDG will be beneficial to students. The opportunity to do internships and projects will serve the purpose in the form of experiential learning.

Industry connect: Opportunities to work with organizations that focus on sustainability will offer students to be familiar with real-world applications of Sustainable Development Goals in business practices.

Incorporating and integrating ESG Principles

ESG Integration: Environmental, Social, and Governance (ESG) Integration offer opportunity to students to learn how to integrate ESG aspects into business strategies, risk management, and associated decision-making processes.

Reporting on Sustainability: Preparing sustainability reports by students and conducting ESG audits to ensure transparency and accountability (Springett, Kearins, 2001).

Global Perspectives and Collaborations

International Case Studies: It is important to utilize global examples and efforts should be made to know business cases from various nations and how they are addressing SDGs. Enhanced broader understanding of global issues will be beneficial to students to learn concepts in a deeper way.

Collaboration in Research Projects: if the students are involving in cooperative research projects which are having international collaborations to develop solutions for SDG-related problems (Naeem, & Neal, 2012).

Leadership Development

Ethical Leadership style: highlight the role of ethical leadership in advancing sustainable business

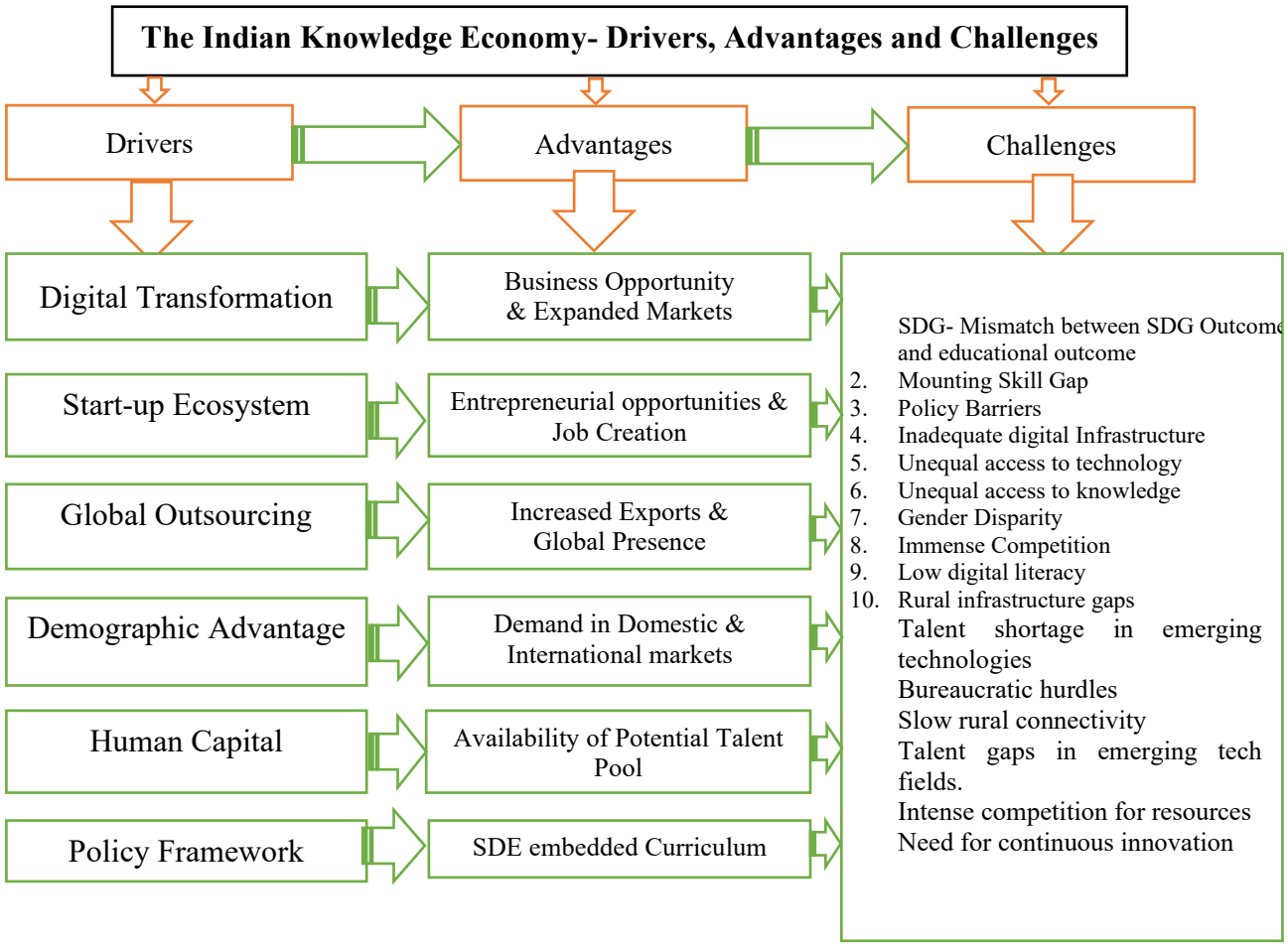
practices and recommendations must be there in achieving SDGs.

The importance of Change Management: Special learning session must be providing to students and it is necessary to teach them how to guide organizational changes in favor of sustainable practices, which facilitates techniques for stakeholder engagement and clear communication (Prandini, & Barthelmess, 2012).

Assessment and Evaluation

Assessment Tools- SDG-aligned: It is necessary to develop assessment frameworks which can be used to valuate students' understanding and application of SDGs within varied business contexts. Incorporating Sustainable Development Goals (SDGs) into management education, especially within MBA programs, is essential for equipping future leaders to promote sustainable development and tackle global issues. Below are approaches to weave SDGs into the management curriculum (Tilbury, D. 2004).

Feedback Mechanisms: Encourage continuous input from students, faculty, and industry collaborators to improve the curriculum and ensure it remains relevant and effective. The MBA in Sustainability Management at IIM Mumbai focuses on integrating operations, supply chain management, and business strategy with sustainability principles, in line with Sustainable Development Goals like responsible consumption and climate action. Nalanda University's MBA in Sustainable Development and Management emphasizes interdisciplinary learning and practical approaches to address sustainability challenges. JIMS Kalkaji incorporates SDGs into its curriculum to foster responsible leadership and sustainable development practices. By embedding SDGs into management education, educational institutions can equip future leaders with the essential knowledge and skills to advance sustainable business practices and contribute to achieving global development targets (Shetty, 2014).



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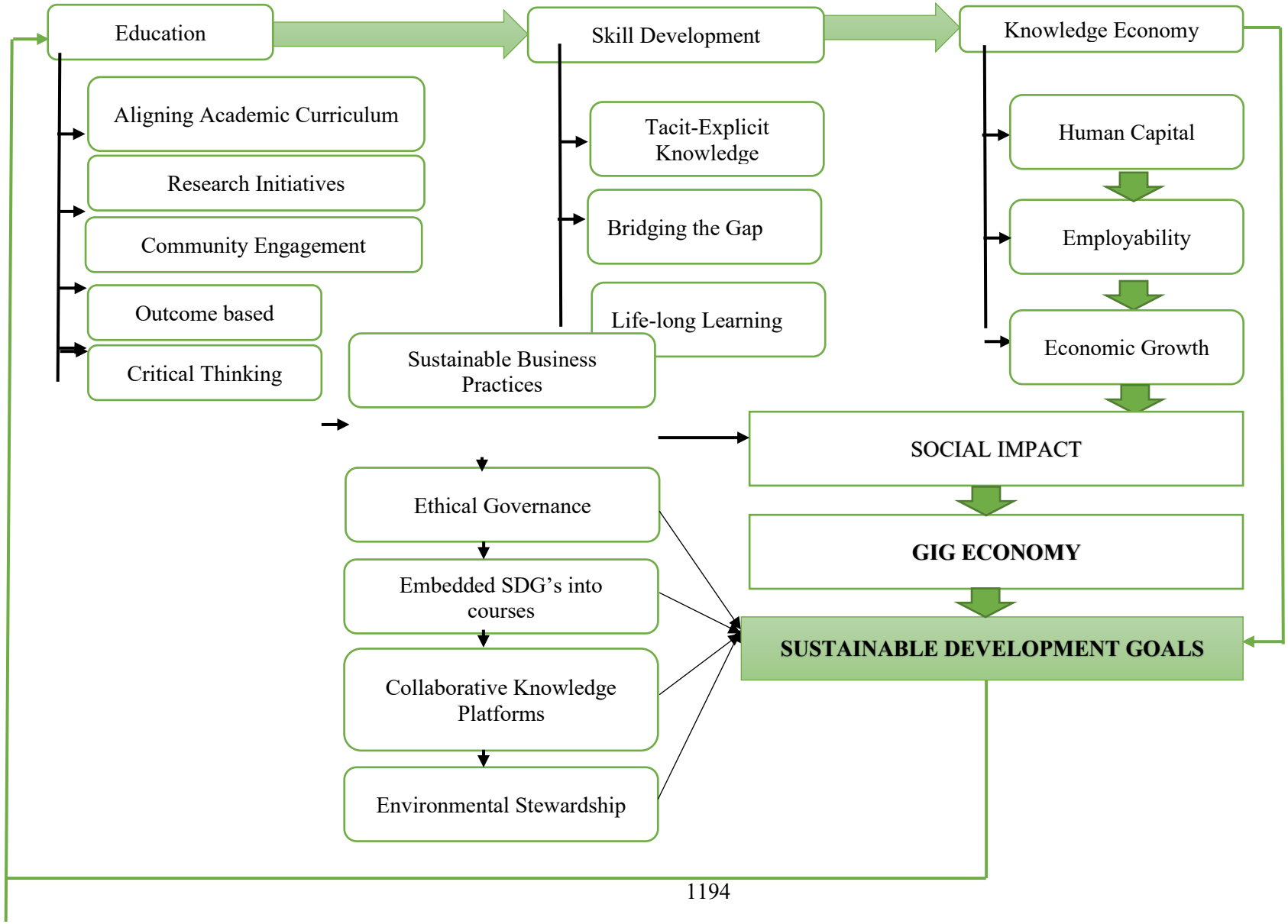
Sustainable Development Goals (SDG) Embedded Knowledge Management Framework



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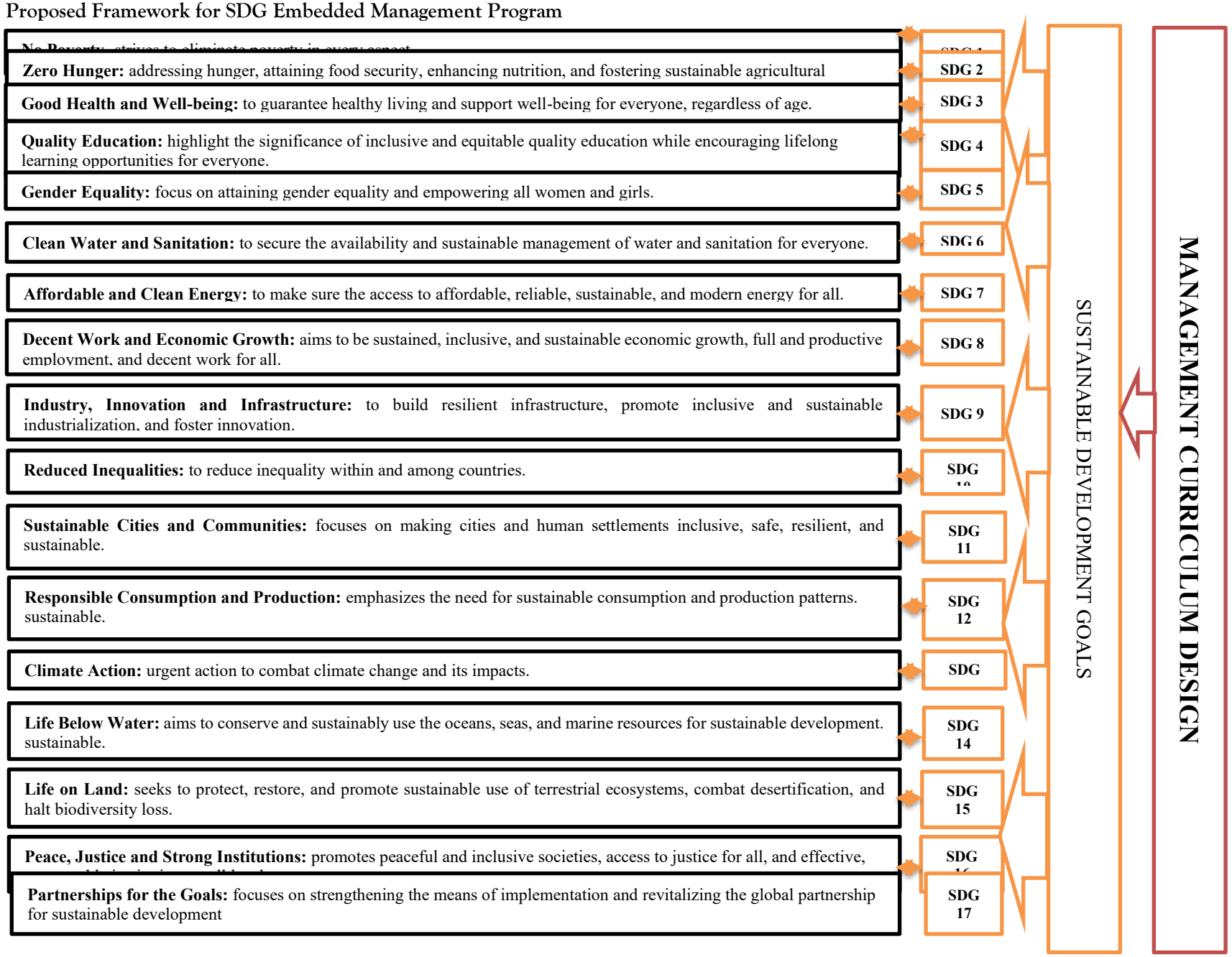
Proposed Framework for SDG Embedded Management Program



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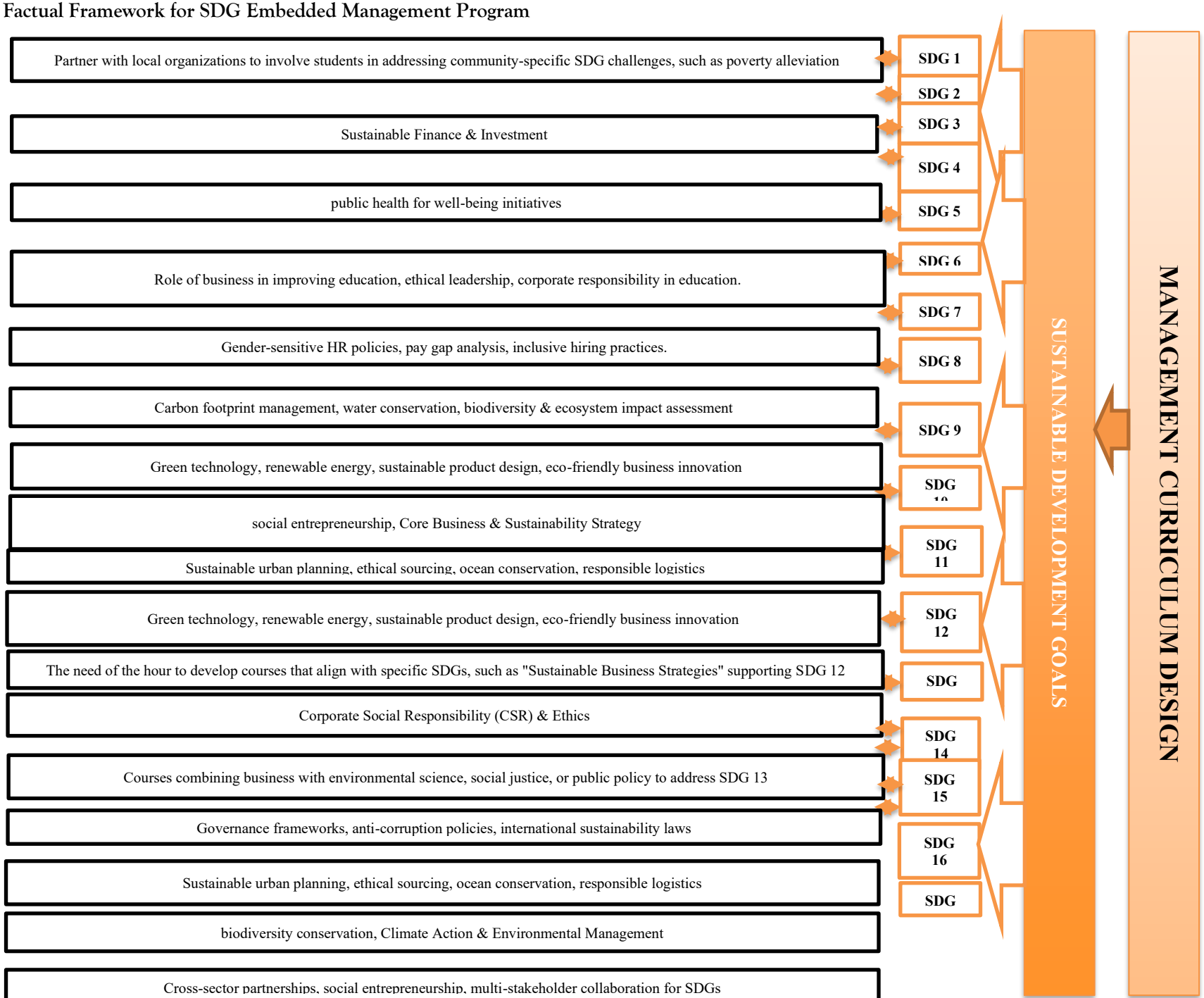
Factual Framework for SDG Embedded Management Program



Research Data Analysis

Hypotheses Development

Ho1: There is no significant impact of Insufficient Awareness and Faculty Development on the successful Implementation of SDG Embedded Curriculum.

Ho2: There is no significant impact of Curriculum Saturation on the successful Implementation of SDG Embedded Curriculum.

Ho3: There is no significant impact of Mismatch with Industry Requirements on the successful Implementation of SDG Embedded Curriculum.

Ho4: There is no impact of Limited Resources on the successful Implementation of SDG Embedded Curriculum.

Ho5: There is no impact of Varied Economic and Social Conditions on the successful Implementation of SDG Embedded Curriculum.

Ho6: There is no impact of Absence of Policy Guidelines on the successful Implementation of SDG Embedded Curriculum.

Ho7: There is no impact of Insufficient Hands-On Experience on the successful Implementation of SDG Embedded Curriculum.

Data analysis and interpretation

Ho1: There is no significant impact of Insufficient Awareness and Faculty Development on the successful Implementation of SDG Embedded Curriculum.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248[a]	.062	.048	.92973

a. Predictors: (Constant), IAFD

b. Dependent Variable: SDGEC

Table 2: ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.867	1	3.867	4.474	.000
	Residual	58.779	68	.864		
	Total	62.646	69			
a. Dependent Variable: SDGEC						
b. Predictors: (Constant), IAFD						

INTERPRETATION

From table 2, beta coefficient is 0**.248** with R2 value 0**.062**, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT

There is a significant influence of Insufficient Awareness and Faculty Development on the successful Implementation of SDG Embedded Curriculum. Based on the R^2 Only 6.2% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation in successful Implementation of SDG Embedded Curriculum.

Ho2: There is no significant impact of Curriculum Saturation on the successful Implementation of SDG Embedded Curriculum.

Table 3:Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.120[a]	.014	.000	.95294
a. Predictors: (Constant), CA				
b. Dependent Variable: SDGEC				

Table 4:ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.896	1	.896	.986	.000
	Residual	61.751	68	.908		
	Total	62.646	69			
a. Dependent Variable: SDGEC						
b. Predictors: (Constant), CA						

INTERPRETATION

From table 4, beta coefficient is 0**.120** with R2 value 0**.014**, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT

There is a significant influence of Curriculum Saturation on the successful Implementation of SDG Embedded Curriculum. Based on the R^2 Only 1.4% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation in successful Implementation of SDG Embedded Curriculum.

Ho3: There is no significant impact of Mismatch with Industry Requirements on the successful Implementation of SDG Embedded Curriculum.

Table5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.249[a]	.062	.048	.92959

a. Predictors: (Constant), MIR
b. Dependent Variable: SDGEC

Table 6: ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.885	1	3.885	4.496	.000
	Residual	58.761	68	.864		
	Total	62.646	69			
a. Dependent Variable: SDGEC						
b. Predictors: (Constant), MIR						

INTERPRETATION

From table 6, beta coefficient is 0**.249** with R2 value 0**.062**, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT

There is a significant influence of Mismatch with Industry Requirements on the successful Implementation of SDG Embedded Curriculum.

Based on the R^2 Only 6.2% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation.

Ho4: There is no impact of Limited Resources on the successful Implementation of SDG Embedded Curriculum.

Table 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.294[a]	.086	.073	.91744

a. Predictors: (Constant), LR

b. Dependent Variable: SDGEC

Table 8 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.411	1	5.411	6.429	.001
	Residual	57.235	68	.842		
	Total	62.646	69			

a. Dependent Variable: SDGEC

b. Predictors: (Constant), LR

INTERPRETATION

From table 8, beta coefficient is 0**.294** with R2 value 0**.086**, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT

There is a significant influence of Limited Resources on the successful Implementation of SDG Embedded Curriculum. Based on the R^2 Only 8.6% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation.

Ho5: There is no impact of Varied Economic and Social Conditions on the successful Implementation of SDG Embedded Curriculum.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.094[a]	.009	-.006	.95560

a. Predictors: (Constant), VESC

b. Dependent Variable: SDGEC

Table 10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.551	1	.551	.603	.000
	Residual	62.096	68	.913		

Total	62.646	69				

a. Dependent Variable: SDGEC
b. Predictors: (Constant), VESC

INTERPRETATION
From table 10, beta coefficient is 0.094 with R2 value 0.009, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT
There is a significant impact of Absence of Policy Guidelines on the successful Implementation of SDG Embedded Curriculum. Based on the R2 Only 0.9% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation. Only 0.9% of the variation in SDGEC is explained by Varied Economic and Social Conditions, which is extremely low.

Ho6: There is no impact of Absence of Policy Guidelines on the successful Implementation of SDG Embedded Curriculum.

Table 11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.122[a]	.015	.000	.95267

a. Predictors: (Constant), APG

INTERPRETATION
From table 11, beta coefficient is 0.221 with R2 value 0.049, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT
There is a significant impact of impact of Insufficient Hands-On Experience on the successful Implementation of SDG Embedded Curriculum. Based on the R2 Only 1.5% of the variation in SDGEC is explained by the independent variables. This is quite low, indicating the model does not explain much of the variation. Only 0.9% of the variation in SDGEC is explained by Insufficient Hands-On Experience on the successful Implementation of SDG Embedded Curriculum

Table 13 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.931	1	.931	1.026	.001
	Residual	61.716	68	.908		
	Total	62.646	69			
a. Dependent Variable: SDGEC						
b. Predictors: (Constant), APG						

INTERPRETATION
From table 13, beta coefficient is 0.122 with R2 value 0.015, calculated p value is 0.000 which is less than 0.05 level of significance. As a result, researcher failed to accept the null hypothesis (H0).

RESULT
There is a significant impact of impact of Absence of Policy Guidelines on the successful Implementation of SDG Embedded

Curriculum. Based on the R2 Only 1.5% of the variation in SDGEC is explained by the independent variables. This is quite

Table 13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221[a]	.049	.035	.93609

a. Predictors: (Constant), IHE
b. Dependent Variable: SDGEC

low, indicating the model does not explain much of the variation. Only 0.9% of the variation in SDGEC is explained by Absence of Policy Guidelines on the successful Implementation of SDG Embedded Curriculum.

Ho7: There is no impact of Insufficient Hands-On Experience on the successful Implementation of SDG Embedded Curriculum

Findings, Limitations and Future Directions

Integrating Sustainable Development Goals (SDGs) into management and higher education curriculum offers both advantages and obstacles. Here's an overview of the challenges and potential methods for incorporating SDGs into an MBA curriculum.

Obstacles to Embedding SDGs in Indian Higher Education

- **Lack of Awareness and Faculty Training**: Many educators might not be well-acquainted with SDGs, highlighting the need for thorough training programs. Some traditional faculty members may oppose this transition, preferring established business practices.
- **Curriculum Constraints:** MBA programs typically have packed schedules, and incorporating SDG-related material may face resistance from both schools and students.
- **Disconnect with Industry Needs:** Numerous Indian businesses focus on profit maximization with limited incorporation of SDGs. There is a minimal appetite among employers for graduates equipped with sustainability training.
- **Resource Limitations:** Funding for research, infrastructure, and the creation of sustainability-focused courses is often scarce.
- **Diverse Economic and Social Contexts:** Due to India's varied regional necessities, a standardized SDG curriculum may not be practical.
- **Lack of Policy Frameworks:** Compared to developed nations, Indian universities don't have strong regulatory measures for integrating sustainability education.
- **Limited Practical Experience:** Most MBA programs emphasize theoretical knowledge, offering few chances for hands-on involvement in sustainability.

CONCLUSION AND FUTURE DIRECTIONS

1. Integrate SDGs into Core Disciplines: Embed sustainability themes within subjects such as Marketing (sustainable branding), Finance (ESG investments), and Operations (environmentally friendly supply chains).
Showcase case studies of firms that weave SDGs into their operational frameworks.
2. Create Specialized Elective Classes: Offer courses like "Sustainable Business Strategies," "Corporate Social Responsibility & Ethics," and "Impact Investing." Incorporate experiential learning opportunities like "Sustainable Startups" or "Social Entrepreneurship."
3. Partner with Industry & Execute Live Projects: Build collaborations with sustainability-focused companies to provide students with practical project experience. Encourage internships with organizations that prioritize sustainability.
4. Encourage Research & Innovation: Provide funding and incentives for students exploring sustainability-related research. Set up innovation hubs within business schools dedicated to SDGs.
5. Capstone Projects & Hands-On Learning: Integrate sustainability-themed business simulation exercises.
Require MBA students to tackle a sustainability issue as part of their capstone project.
6. Faculty Development & Skill Enhancement: Conduct workshops and faculty exchange programs with institutions recognized for excellence in sustainability education.
7. Mandatory Sustainability Assessments: Require students to perform sustainability evaluations of local businesses and suggest

improvements.

8. Collaborate with Government & NGOs: Partner with policymakers and NGOs to implement sustainability-focused consulting initiatives. By adopting these strategies, Indian business schools can align with international trends, making MBA programs more relevant for the future.

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