



भारतीय प्रबंध संस्थान बेंगलूर
INDIAN INSTITUTE OF MANAGEMENT
BANGALORE

WORKING PAPER NO: 362

**Status of Ethics, Corporate Governance, CSR and Environment
Education in Business Schools in India: An Exploratory Study**

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Status of Ethics, Corporate Governance, CSR and Environment Education in Business Schools in India: An Exploratory Study

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ABSTRACT

The last two decades have witnessed unprecedented excesses by businesses across the world. The largest corporate frauds have raised questions on the limits of responsibility of business. The recent financial crisis has brought into question the managerial greed and the manner in which incentive structures have perpetuated such dysfunctional behaviors in organizations. With rapid growth and internationalization of businesses, there is an urgent need to examine the vocabulary of business organizations to include deliberately sustainability, ethics, governance and corporate responsibility. There have been several calls from thought leaders in business and academia to incorporate a deeper understanding of the principles pertaining to responsibility of business in the business school curriculum. The research is an attempt at understanding the state of the field of teaching in corporate governance (CG), ethics, corporate social responsibility (CSR) and environment and sustainability. While it is recognized that teaching of this subject is essential, not much is known about the content delivered in the courses, the pedagogy in the classroom, the teaching material used and the adaptation done for different kinds of nature of participants on the courses. This study was conducted using content analysis of websites and survey using a questionnaire to understand the status of education in this field. Some of the significant findings were that a large number of business schools in India offered courses in the field of ethics, CSR, CG and environment. The widespread prevalence of business ethics courses offered in business schools and a dearth of CG courses are also of significance.

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The financial support provided by NFCG for the project is acknowledged.

1. Introduction

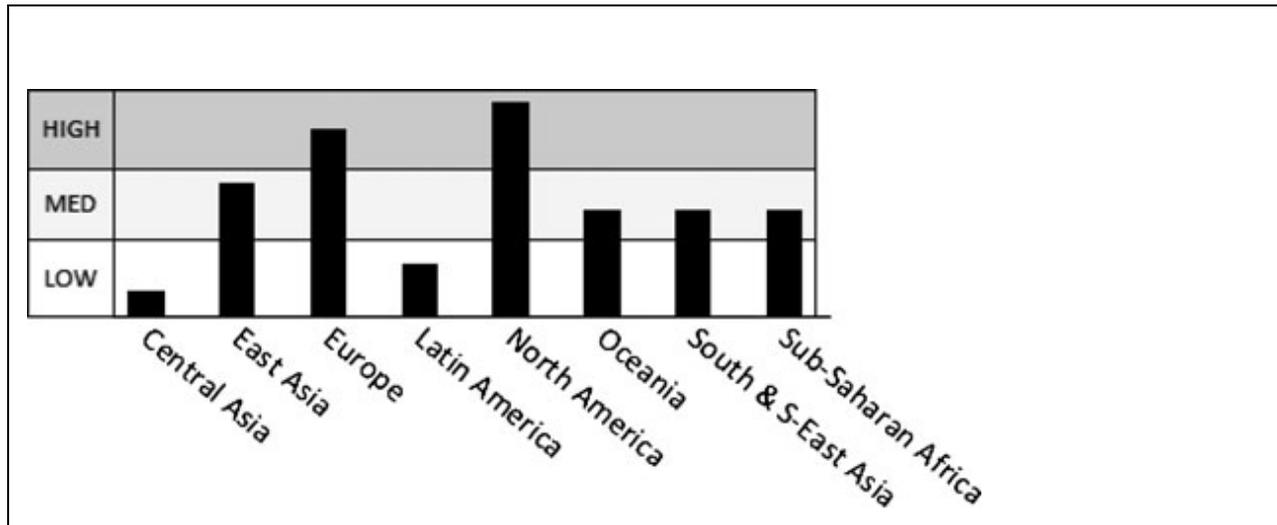
In recent years, CG has attained significance all over the world. Two important factors have led to rapid developments in the field, namely the integration and globalization of financial markets and a surge of corporate scandals such as Enron, World Com and others. The recent financial crisis and its aftermath that the world economy is still experiencing have led to erosion in the faith of society towards large businesses. In particular, the “Occupy Wall Street” movement has raised significant questions on the role of the financial sector in a global world. While the dominant discourse has focused on the greed of leaders and compensation structures that promote and incentivize short-term behaviors, an equally strong discourse is the systematic manner in which the compliance to norms, and standards of responsible conduct have been decimated. Many editorials on CG have spoken of the regulatory failures at the level of corporations. It is important that any education in the field of management needs to have an element of the regulatory and compliance aspect of governance.

India is poised for substantial growth, and it is predicted that Brazil, Russia, India and China (BRIC) countries will rise as influential economic powers in the global economy (Wilson & Purushothaman 2003). The combined GDP of the BRIC countries is likely to be higher than that of developed countries raising some fundamental questions on the responsible role of business corporations in these countries. The global financial crisis of 2008 and the more recent corporate fraud at a leading information technology company have raised a lot of concerns about governance practices in India. Adding to this, a substantial investments flow by foreign institutional investors² has made it is imperative that companies follow best practices on CG. Consequently, there has been an increasing effort around CG structures and mechanisms by both regulators and corporations. The recent financial crisis along with reported misconduct of executives of large credible multinational corporations in the financial services sector who were alumni of leading business schools has rekindled the debate on the role of business schools in grooming responsible leaders for the future. Several scholars have periodically called for a critical reflection on what business schools teach their students in the field of ethics and

²Foreign institutional investors have made substantial investments in the capital market, for instance, an amount \$358 billion in the Indian capital market between April and December 2011 alone and a total investment of \$100 billion between April 2000 and December 2011. Source: http://dipp.gov.in/English/Publications/FDI_Statistics/2011/india_FDI_December2011.pdf

responsibility (Ghoshal, 2005). While there are still a few questions raised about the role of ethics in the dominant shareholder-oriented “quarter to quarter” focused business organizations, there is a growing consciousness within business schools that the stakeholder perspective to organizations cannot be downplayed in a globalized context. Institutions such as The Association to Advance Collegiate Schools of Business (AACSB), Aspen Institute, European Academy of Business in Society (EABIS) and International Society of Business, Economics and Ethics (ISBEE) have contributed significantly to create an enabling support system for teaching of ethics, CSR, environment and sustainability in business schools globally. Yet, much of the literature on teaching of business ethics and CSR has been dominated by the North American and European perspective. There is very little research on the teaching of ethics in other contexts. Several surveys on teaching of business ethics, CSR and environment (Cornelius, Wallace & Tasabehji, 2007; Christensen et al, 2007; Matten & Moon 2004; Enderle, 1996; Cowton & Dunfee, 1995; Schoenfeldt, McDonald & Youngblood, 1991; Van Lujik, 1990; De George, 1987; Hoffman & Moore, 1982) have been conducted mainly in the context of North America and Europe. Worldwide surveys by Enderle (1997) and Rossouw (2012) show an increasing prevalence of business ethics teaching across the different regions of the world. As Rossouw (2012) notes “Should one categorize the prevalence of business and economic ethics according to the categories of low, medium and high, a rough estimation would be that North America and Europe would occupy the high category, Sub-Saharan Africa, South and South-East Asia, East Asia and Oceania the medium category, with Latin America and Central Asia in the low category (see Figure 1). However, this would be a very rough estimation that does not give sufficient recognition to substantial differences within each of these regions.”

Figure 1: Business ethics teaching across the regions



Source: Rossouw (2012)

1.2. Early studies in India

The review of literature in the field of teaching of business ethics or CSR in India reveals that there are only two reported studies. The first national survey of “Corporate responsibility (CR): Teaching and research in management education” was conducted in 2007 by Partners in Change, a not-for-profit organization in India. A total of 104 of the top-ranked management institutions participated in the survey. The respondents were heads of institutions, academic heads or senior faculty. The survey covered institutions in 18 states out of the 22 across the country. About 57% of the institutions surveyed had a compulsory course that was related to CR. This could be a course on business ethics, CG or CSR. The study concluded with an observation: “CR education may not be in a nascent stage in India, but seems to have more ground to cover” (Partners in Change, 2007). The second study was part of the worldwide survey on the teaching of business ethics done in 2010–11, Srinivasan (2012) reported that out of the 57 academics that responded to the survey in India, 14 of them taught ethics in the undergraduate program and 42 of them taught business ethics, CSR, CG or sustainability in the MBA program. A few of the MBA departments and colleges affiliated to a university offered business ethics as a compulsory course, while others offered it as an elective. Among the standalone independent business schools also, there were wide variations on whether business ethics is being offered as a core course or elective. One of the interesting aspects of the survey was that several schools

mentioned that they did not have a separate business ethics course, but it was taught as a part of a CG or CSR course. In the Indian context, it may be useful to examine the entire gamut of courses that are being offered in business schools that promote and enhance ethical thinking and promote responsible behavior among future managers and leaders.

1.3 Management education in India

There has been a rapid growth in the management education in India in the last two decades. In 1988, India had about a 100 business schools and by 2008, the number of business schools was about 1700 (Philip, 2008). There are three types of business schools in India: those set up through a special act of Parliament or Deemed University, those colleges offering MBA and affiliated to the State and Central Universities and private business schools. The apex regulatory body is the All India Council for Technical Education. There are at present no bodies in India which ensure that easy integration of ethics and CSR into the curriculum of business schools occurs. Unlike business schools in other parts of the world, a vast majority of students in India who are pursuing an MBA degree have no work experience. They have no understanding or experience of the reality of work organizations. In this context, courses such as business ethics and CG tend to be seen as “necessary evil” or a “good thing to do” rather than a useful subject which has relevance in their future roles as leaders. In some of the top-ranked business schools, a majority of the students tend to be engineers with almost no background in liberal arts. Their appreciation of the courses in ethics, CSR or governance is very poor and they believe such courses are not important or relevant to their future careers. If course design is a function of the nature of students who are on the program, then we would believe that the teaching of ethics, environment, CSR and governance in the Indian context will reflect some uniqueness.

It is evident from the review of literature that there is a paucity of research in the field of business ethics teaching in the Indian context and that since faculty were offering courses integrating ethics, CSR, governance and sustainability, a deeper investigation of the state of teaching of these courses was required. With rapid growth of business schools, the demand for faculty far outstrips the supply in all fields of management. In a field such as business ethics or CSR, where there are not many formally trained professionals, and also not enough professional courses available for training or certification, the impact of a poor course design is likely to be a

greater impediment compared to other functional courses. With this background, the objective of the present study was to:

- a. To explore the existing state of teaching of CG, ethics, CSR, environment and sustainability related areas in business schools in India.
- b. To understand the course design and in particular the pedagogy used and identify the gaps that exist
- c. To propose suggestions to strengthen the teaching in these areas given the unique socio-economic context of India.

The rest of the study is organized as follows. Section 2 discusses the methodology adopted for the study. Section 3 presents the data analysis; Section 4 discusses the results of the course design and challenges faced by the faculty. The last section concludes with recommendations for the way forward.

2. Methodology

Business schools in India are of three kinds: those affiliated to universities, standalone business schools and business schools established through a special Act of Parliament. The sample includes all types of business schools. This study was undertaken in three phases: The first phase of the study consisted of an analysis of websites of business schools which were offering courses on ethics, governance, CSR and environment (hereafter referred to as ECCE courses), the second phase consisted of a questionnaire survey to select business schools. The methodology was an attempt to understand the state of field of teaching in areas pertaining to ECCE courses to delve on the course content and pedagogy and finally to understand the challenges and the opportunities available to strengthen the state of teaching in these areas.

In the first phase, the websites of about 200 schools (standalone and university-affiliated) were studied. All course outlines were downloaded and a content analysis of the outlines was attempted. In the second phase, based on an analysis of the websites, a questionnaire was developed to gather more data on the course content, the evaluation process, the text books used and the methodology adopted for teaching in these courses (see Appendix 1). The survey questionnaires were mailed to the top-ranked business schools in India. The ranking of business

schools in India is a relatively recent phenomenon compared to the West. Therefore, rankings from four leading business periodicals were used to arrive at the final list of business schools. The business periodicals were *Business India*, *Business World*, *Business Today* and *Outlook India*. The rankings for the years 2009, 2010 and 2011 were examined. Any business school that appeared in the top 50, at least once during the three years was included for the survey. This resulted in a list of 107 business schools. The list of schools is given in Appendix 2. The questionnaire was sent to these schools and in the first round of contact elicited 4 responses only (4% of the sample). A second round of mails was sent after 10 days and that resulted in 7 responses. The third round of follow-up was through phone calls to the deans/directors, contact mails/phone calls to individual faculty teaching the courses, and other sources (faculty registered with www.teachcsr.com website and through personal contacts). The final survey resulted in 42 responses from various business schools representing 39 % of the sample. Six business schools did not offer any standalone course on ethics, CSR, CG or environment.

3. Data analysis:

3.1 Content analysis of website

The secondary data based on the website analysis covered the 107 ranked business schools and 44 non-ranked business schools which were affiliated to universities. The analysis in the next section is presented separately for the ranked business schools and the non-ranked business schools affiliated to universities. Non-ranked standalone business schools in India are not part of the study.

Table 1 contains the analysis of the ranked business schools regarding the prevalence of courses on ECCE in their curriculum.

Table 1 Number of schools that had information on courses on their websites

Ranked business schools	Number	Percentage
Number of ranked business schools	107	100.00
Number of business schools with curriculum details	96	89.72
Number of business schools w/o curriculum details	11	10.28
Core courses		
Legal aspects of business	74	69.16
Ethics/values	69	64.49
CG	34	31.78
CSR	11	10.28
Business & society	15	14.02
Environment & sustainability	15	14.02
Management & control	10	9.35
Elective courses		
Legal aspects of business	4	3.74
Ethics/values	4	3.74
CG	12	11.21
CSR	14	13.08
Business & society	1	0.93
Environment & sustainability	12	11.21
Management & control	4	3.74

It is observed that legal compliance and business ethics teaching is widely prevalent in the business schools across India. Given the extent of pervasiveness of globalization of markets and the role of financial institutions in the global context, the relatively less emphasis on CG teaching is a surprise and a cause for concern. It is also heartening to note that nearly 90% of the business schools have courses on broad themes on responsibility of businesses in society. Only 10.2% of the schools offered all three courses as core or elective.

In the case of non-ranked business schools affiliated to universities, we found that out of 44 universities surveyed, 26 (59%) offered standalone courses in ECCE. A total of 18 universities did not offer any standalone course on ECCE. In 43 universities, the components of ECCE were integrated in to other functional courses that were taught in their respective schools. Table 2 provides the breakup of courses taught in non-ranked business schools affiliated to universities.

Table 2: ECCE courses offered in non ranked business schools in universities

Universities	Number
Number of universities offering standalone courses	26
Universities not offering ECCE standalone	18
Total	44
Number of universities offering integrated ECCE in one or more courses	43

Out of the 44 universities, 25 (56%) universities offered course in ethics. CSR was offered in only 4 universities. The number of universities offering ECCE is given in Table 3.

Table 3: Number of universities offering ECCE courses

Universities	Number
Course on ethics	25
Course on CG	14
Course on CSR	4
Course on environment	9

The 43 universities offered totally 216 courses where the ECCE topics were included in the curriculum. The most popular course where the ECCE topics were covered was the course on “Principles of Management” which was a core course in the first year of the MBA program providing an overview of management. The teaching of ECCE topics in marketing and advertising was the next highest. It must be noted that integration of ECCE in finance and operations courses was the least. The number of courses integrating ECCE is given in Table 4.

Table 4: Courses that integrated ECCE themes into other courses in the curriculum

Courses	Number of courses	Percentage	Courses	Number of courses	Percentage
Business law	3	1.38	Marketing and advertising	51	23.39
Economics	1	0.46	Operations	5	2.29
Finance	24	11.01	Other	1	0.46
General management	48	22.02	Self-development	4	1.83
Human resources	36	16.51	Strategy	26	11.93
Information systems	19	8.72	Total	218	100.00

ECCE was integrated in the General management course (usually in the first semester) for most of the universities followed by marketing (25 universities). Only 12 (27%) universities integrated ECCE in the finance curriculum. The number of universities that integrated ECCE courses is given in Table 5

Table 5: Number of universities integrating ECCE courses

Courses	Number of universities
Business law	3
Economics	1
Finance	12
General management	34
HR	19
IT	15
Marketing	25
Operations	5
Self-development	2
Others	1

An analysis of the secondary data gathered through the website reveals that the prevalence of ECCE courses in the curriculum of Indian business schools is indeed very high. In particular, it appears that university business schools have both standalone and integration of ECCE topics in their curriculum. This augurs well for the state of teaching of ECCE in business schools in India.

3.2 Primary survey data

The following sections are based on the primary data collected through a survey. As is evident from Table 6, about 59.5% of the top-ranked schools in India offered a course on ethics. About 19% of the schools taught a course on CG and 30.9% taught environment and sustainability. Out of the responses received only one school taught CSR as an independent course. Nearly, 14% of the schools did not offer a single standalone course on any of the topics. The primary survey reinforces the findings of the secondary website analysis. CG as a field of teaching in India needs to be addressed further.

Table 6: Number of schools teaching standalone courses of ECCE

Courses offered	Number of schools
Ethics	25 (59.5%)
CG	8 (19%)
CSR	1
Sustainability	13 (30.9%)
Schools not offering ECCE course	6 (14.2%)

Topics covered in the courses

This section provides an overview of the contents taught in these courses and in particular, the themes that are covered under the subjects of CG, ethics, CSR and environment.

The key themes taught in the corporate governance are given in Table 7. The themes covered areas such as board of directors (roles, responsibilities, committees and independence). Models of governance consisted of themes such stakeholder vs. shareholder theory, disclosure and

reporting included transparency, communication, accounting and accounting frauds. International governance included themes such as governance practices in multinational companies, issues in mergers and acquisitions, auditors as a reputational agent were themes in 75% or more of the business schools. Other topics covered on corporate governance include environment, ethics and CSR and these were covered by 40% of the business schools. Among the schools, there is a fairly high convergence on the topics covered in the course on corporate governance.

Table 7: Key themes in corporate governance

Themes	Percentage of schools
Overview	100
Board of directors	87
Models of governance	87
Disclosure and reporting	75
International governance	75
Role of auditors: external/internal	75
Environment, CSR, others	40

The key themes in the ethics course are given in Table 8. The variation across schools on what is being taught in the course on ethics is quite high. However, the three core areas regarding personal values, ethical theories and ethical dilemmas in decision-making were covered in all the courses. Functional ethics, i.e., ethics in marketing, finance, human resource were taught in at least 60% of the schools. Surprisingly, only 3 schools discussed corruption in the course explicitly in the course outline. Some schools combined ethics and CSR, ethics and governance or ethics and sustainability as a course. Even in these combined courses, the core topics mentioned above relating to ethics were covered.

Table 8: Key themes in ethics

Themes	Percentage of schools
Overview ethics & business	100
Personal beliefs, moral standards	60
Ethical theories	60
Indian and western ethos	75
Ethical dilemma	75
Functional ethics (marketing, HR, products)	60
Globalization	30
Ecology and environment	40
CSR, sustainability,	68
Others such as CG	30
Corruption	12

There was only one school that had a standalone course on CSR whose key themes are given in Table 9.

Table 9: Key themes in CSR

Key themes
Overview including evolution, etc.
Social concerns such as business risk and opportunity
CSR concepts including CSR performance
CSR as a strategy, eco-efficiency, green strategy, supply chain, eco-design and carbon credits
Social and environment management tools including international standards

There was more consensus on themes in the environment and sustainability (E&S) courses and most of the themes were distinct and taught by majority of the schools that offered E&S. The key themes covered under environment and sustainability are given in Table 10.

Table 10: Key themes in environment and sustainability

Themes	Percentage of schools
Ecological environment	100
Natural resources: water	77
Consequences (climate, pollution)	77
Regulatory aspects	46
Green business	20
Reporting	30
Challenges in sustainable development	60

Results, key findings and challenges

The analysis of the primary and secondary data reveals that the status of teaching of ECCE courses in business schools in India is quite strong with an overwhelming 90% of the schools having a course in this area. These results are similar to the 50 global MBA programs (as rated by *Financial Times* in its 2006 rankings) where the topics of ethics, corporate social responsibility, and sustainability were widely taught at their respective institutions (Christensen et al., 2007). University-affiliated business schools seem to be integrating the ECCE themes into their courses more than the ranked business schools. There is a greater need to integrate functional ethics more strongly into the curriculum since most students as young employees experience ethical dilemmas in their functional areas in early stages of their career. While teaching of functional ethics is significantly present, what is interesting is that marketing and advertising ethics seems to be more prevalent than other areas.

Given the global financial environment and the excesses of the financial industry in particular, it is pertinent to note that a sufficient number of courses are not being offered in the field of CG. This may be because teaching a course on CG requires some understanding of the legal (in particular, company law) along with the governance-related aspects. This need for sound knowledge in the legal or financial areas could be a deterrent to teaching CG courses.

Challenges faced by faculty

Any course in ECCE should enable students to anticipate problems and find ways of dealing dilemmas they would face in the business world. In particular, the focus of any ECCE course should be:

- To create awareness among the students to the role of the corporation in society
- To sensitize the students to the larger social context in which businesses operate.
- To appreciate the theoretical frameworks as tools to enable their decision-making and to understand the consequences of their actions
- To provide a holistic perspective to the field of ethical and social responsibilities of business.

Several challenges were faced in meeting these objectives. While validating some of the findings through discussions among faculty, key challenges faced by them while teaching also emerged.

- Bringing new, relevant and contemporary India centered material to the classroom was an important challenge. Most of the case studies used in the course were largely in the Anglo-Saxon context.
- The multi-dimensional perspective needed to deliver the course was an intimidating task and added lack of professional courses in CSR, sustainability or CG for faculty to update itself.
- The composition of the class posed a number of problems. Since a number of students in the course do not have work experience, they tend to value functional courses very high. The ECCE courses are seen as a necessary evil that has to be done. This leads to poor participation in the class room.
- In the business schools that are affiliated to universities, the focus is on content delivery and not on the quality of delivery of the course. Most faculty members mentioned the lecture method as the most common pedagogy. There is no incentive for faculty members to improve or upgrade their pedagogy styles in such a system.
- Lack of different industry perspectives needed to be factored into designing the courses
- Lack of clarity on the outcomes from the course, having more negative cases that focused on deterrent behaviors rather than positive behaviors.

- Student's perception of the course was also a concern.
- Young faculty members are not very comfortable teaching ECCE courses and they would prefer teaching functional area courses since it aligns to their core area of expertise.

5. Conclusion and Implications of the study

The field of CG has evolved during the last decade in India. The rapid growth and internationalization of organizations has accentuated the need for incorporating the CG principles into the world of business and academics, particularly in business schools that produce and train leaders of tomorrow. Recent corporate scandals, need for ethical standards, gross exploitation of environment and the need for having a socially responsible business has brought to the forefront the need for integrating ECCE in business schools. This study investigated the state of teaching of CG, ethics, CSR, environment and sustainability in top-ranked business schools in India. The course content and the pedagogy used were critically examined and the challenges faced by faculty in teaching these courses were identified. The research used a combination of website content analysis and questionnaire survey to accomplish the objectives of the study.

The website analysis revealed that 89% of the business schools had incorporated ECCE either as core/part of an elective course. Ethics course was offered by 64.49% of business schools, CG by 31.78%, CSR by 10.28% and environment and sustainability by 14.02% of the business schools. In the functional courses, ECCE was integrated primarily in the general management and the marketing course. The finance and operations courses had the lowest coverage from a functional ethics perspective.

The findings of the survey reinforced the trends observed in the website analysis namely the ethics courses being offered by 59.5% of the business schools and CG being offered only by 19% of the business schools. What is however noteworthy is that business schools in India have been devoting attention to the teaching of ECCE courses. Several schools were integrating ECCE in functional courses especially in the area of marketing and advertising. While CG has emerged as an important area for companies with practical relevance as well as for research in the academia, it has largely been ignored as an academic course in most of the business schools. The above results of the study has important implications to the educators, regulators and other

stakeholders who are interested in strengthening the field of education and training on ECCE in business schools in India.

The key challenges identified in teaching ECCE courses were (a) teaching CG course required understanding of regulatory framework and legislation aspects and hence the offerings are limited (b) lack of recognition and support in business schools for faculty teaching ECCE courses since functional area courses are seen as adding value directly to the employment and employability of the students.(c) ECCE courses require multi-disciplinary understanding and therefore these courses require team teaching or breadth of understanding among faculty. It is interesting to note that all the three challenges are concerned with capacity building of faculty and lack of continuing education opportunities for educators to acquire proficiency in delivering these courses. This lack of capacity in faculty may send a wrong signal to the student on the “competence of the faculty to teach”, the subject or even the importance of the subject itself if it is taught in a superficial manner. (d) The pedagogy itself poses a challenge due to lack of available Indian cases, cases that deal with positive aspects of governance and ethics and limitations posed by the university syllabus in terms of the themes and time availability.

To address some of the challenges, the study makes the following recommendations for teaching ECCE courses.

- It is recommended that CG should be made a core course in ranked business schools to begin with. Students from ranked business schools mostly join large companies on graduation. This will allow them to gain insights on whether corporate executives are held sufficiently accountable for actions they take on different aspects of business involving other stakeholders, legal compliance and international best practices. As students’ interest develops, faculty interest in teaching a course will also increase, thereby creating a virtuous learning cycle.
- There is need for an integrated course combining ethics, CSR, environment and CG; which will be an overview course where sensitization on these aspects can be provided to the student community. This is particularly important since most students who join MBA in India do not have work experience.

- The lack of faculty in the area can be addressed by conducting more faculty development programs by institutes such as National Foundation for Corporate Governance, Indian Institute of Corporate Affairs or leading business schools that offer the same in their curriculum. This would provide legitimacy to the faculty who are largely from functional backgrounds. It also helps to build confidence among young faculty who require formal knowledge before they can demonstrate proficiency in teaching.
- Faculty teaching business ethics need to re-examine the objectives that they intend to achieve through such courses. The objective in such courses should be to provide an opportunity for students to clarify their values and to develop a critical perspective on these areas. A basic course on ethics including theories can be taught.
- In order to excite, enthuse and engage the students meaningfully, a diverse set of teaching aids should be used. Some of the methods used (mentioned in the survey) included real-time raw caselets that were relevant, contemporary in topic and appropriate. The use of short films, documentary and YouTube clips needs to be more deliberately included in the course. Role plays have an enormous potential for active engagement in learning by the student community. Inviting speakers from the industry would allow for more contemporary practices to be discussed in the class room. This would also expose the students to the realities and the concerns of operating managers in the industry.

Way forward

The need of the hour is for stronger faculty interactions across business through conferences/workshops, etc. which will allow for cross-pollination of ideas, methods, tools and techniques for effective teaching. The role of faculty as a teacher in the class room in an ECCE course is getting redefined. Faculty teaching such courses is expected to demonstrate higher standards of ethics than other faculty members. They are required to listen more while teaching this course than in the case of functional courses, because ECCE courses inherently have multiple perspectives and realities. A deep understanding of the students' frame of reference which is critical to influencing the student's thought process is needed. Some of the pedagogy that allows enhancing the receptivity of ECCE courses could be use of theatre, literature, short case studies and movies to enhance the experiential aspects of the course. It must be noted that faculty capacity building is not about knowledge and skills; it is about attitudes, interests, passion

and above all, a willingness to engage in ambiguity in a collective and a willingness to suspend judgment on several issues. The word “choreographer” rather than an “expert” is a metaphor that encapsulates the faculty capacity needed to deliver ECCE courses.

These suggestions should be viewed as a beginning for greater discourse and discussion on teaching ECCE in any business schools and to encourage students to think and act ethically and the faculty needs to play the role of a choreographer in this journey.

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Appendix 1

Survey questionnaire –state of the field of teaching of corporate governance, ethics, social responsibility and environment

- 1) Name of the institute:
- 2) Please list the **CORE** courses that you offer on Governance, Ethics, Social Responsibility and Environment and the name of the faculty

Course Title & Year Taught (1 st of 2 nd)	Faculty	Contact email ID

- 3) Please list the **ELECTIVE** courses that you offer on Governance, Ethics, Social Responsibility and Environment and the name of the faculty

Course Title	Faculty	Contact email ID

- 4) Please indicate duration and total number of sessions and class size of the core and above electives

Course Title	Duration of Each Session	Total Number of Sessions	Class Size

5) Please list the textbooks used for reference, if any

Course Title	Text Book	Author

6) What are the components of evaluation for each course? Please indicate in percentages in table.

Course Title	Quiz	Examination	Class Participation	Projects	Presentation	Any other	Total

7) Please indicate the challenges faced by you while teaching the course

KINDLY ATTACH THE ENTIRE SYLLABUS OR COURSE OUTLINE ALONG WITH THE SURVEY RESPONSE

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Appendix 2

List of business schools in the sample

Sl.No.	Abbreviation	Institute
1	AIMS	Acharya Institute of Management and Sciences, Bangalore
2	ALLIANCE	Alliance Business Academy, Bangalore
3	AMITY	Amity Business School, Noida
4	AMRITA	Amrita School of Business, Coimbatore
5	APIM	Asia Pacific Institute of Management, Delhi
6	BIMM	Balaji Institute of Modern Management, Pune
7	BVIMR	Bharati Vidyapeeth's Institute of Management & Research, Delhi
8	B-I-M	Bharatidasan Institute of Management, Trichy
9	BIMTECH	Birla Institute of Management Technology, Delhi
10	BITSP	Birla Institute of Technology and Sciences, Pilani
11	CHRIST	Christ Business School, Bangalore
12	DSE	Delhi School of Economics, Delhi
13	OSMANIA	Department of Business Management, Osmania University
14	IITK	Department of Industrial and Management Engineering, IIT Kanpur
15	DMSIITD	Department of Management Studies, IIT Delhi
16	DMSIITM	Department of Management Studies, IIT Madras
17	DMSIITR	Department of Management Studies, IIT Roorkee
18	DMSISM	Department of Management Studies, ISM Dhanbad
19	PUMBA	Department of Management Studies, Pune
20	UCAL	Department of Management, Calcutta
21	EMPI	EMPI Business School, Delhi

22	FMSBHU	Faculty of Management Studies, Banaras
23	F-M-S	Faculty of Management Studies, Delhi
24	FSM	Fore School of Management, Delhi
25	GJIMT	GianJyoti Institute of Management and Technology, Chandigarh
26	GITAM	GITAM Institute of Management, Vishakapatnam
27	GLBAJAJ	GL Bajaj Institute of Management and Research, Noida
28	GIM	Goa Institute of Management, Panaji
29	GLIM	Great Lakes Institute of Management, Chennai
30	IBS	ICFAI Business School, Hyderabad
31	ICFAIM	ICFAI Business School, Mumbai
32	IIFT	Indian Institute of Foreign Trade, Delhi
33	IIFM	Indian Institute of Forest Management, Bhopal
34	IIMS	Indian Institute of Management, Shillong
35	IIMA	Indian Institute of Management, Ahmedabad
36	IIMB	Indian Institute of Management, Bangalore
37	IIMC	Indian Institute of Management, Calcutta
38	IIMI	Indian Institute of Management, Indore
39	IIMK	Indian Institute of Management, Kozhikode
40	IIML	Indian Institute of Management, Lucknow
41	IIPMD	Indian Institute of Planning and Management, Delhi
42	IIPMM	Indian Institute of Planning and Management, Mumbai
43	IISWBM	Indian Institute of Social Welfare and Business Management, Calcutta
44	ISB	Indian School of Business, Hyderabad
45	INDIRA	Indira Institute of Management, Pune

46	IBMT	Institute of Business Management and Technology, Bangalore
47	IFIM	Institute of Finance and International Management, Bangalore
48	IFMR	Institute of Financial Management and Research, Chennai
49	IMED	Institute of Management and Entrepreneurship Development, Pune
50	IMSG	Institute of Management Studies, Ghaziabad
51	IMT-G	Institute of Management Technology, Ghaziabad
52	IMT-N	Institute of Management Technology, Nagpur
53	IPE	Institute of Public Enterprise, Hyderabad
54	I-R-M-A	Institute of Rural Management, Anand
55	ITM	Institute of Technology and Management, Mumbai
56	I-M-I	International Management Institute, Delhi
57	ISIM	International School of Informatics and Management, Jaipur
58	JAGANNATH	Jagannath Institute of Management Sciences, Delhi
59	JBIMS	Jamnalal Bajaj Institute of Management Studies, Mumbai
60	KIIT	KIIT School of Management, Bhubaneswar
61	KJ SOMAIYA	KJ Somaiya Institute of Management, Mumbai
62	KSR	KSR Business School, Namakkal
63	LBSIM	Lal Bahadur Shastri Institute of Management, Delhi
64	LOVELY	Lovely Professional University, Jalandhar
65	LIBA	Loyola Institute of Business Administration, Chennai
66	MDI	Management Development Institute, Gurgaon
67	MSM	Master School of Management, Meerut
68	METIOM	MET Institute of Management, Pune
69	MNNIT	Motilal Nehru National Institute of Technology, Allahabad
70	MICA	Mudra Institute of Management and Communication,

		Ahmedabad
71	NMIMS	Narsee Monjee Institute of Management Studies, Mumbai
72	NITIE	National Institute for Industrial Engineering-Mumbai
73	MANAGE	National Institute of Agricultural Extension Management, Hyderabad
74	NIAM	National Institute of Agricultural Marketing, Jaipur
75	NIMA	National Institute of Management, Ahmedabad
76	NIT-T	National Institute of Technology, Trichy
77	NDIM	New Delhi Institute of Management, Delhi
78	NIILM	NIILM Center for Management Studies, Delhi
79	NIMT	NIMT Business School, Ghaziabad
80	NIMT-H&P	NIMT Institute of Hospital and Pharma Management, Noida
81	NIRMA	NIRMA Institute of Management, Ahmedabad
82	PES	People's Educational Society, Bangalore
83	PRESTIGE	Prestige Institute of Management and Research, Indore
84	PSG	PSG College of Management, Coimbatore
85	RCM	Regional College of Management, Bhubaneswar
86	SCMS	School of Communication and Management Studies, Kochi
87	SJSOM	Shailesh J Mehta School of Management, IIT Mumbai
88	SIESCOMS	SIES College of Management Studies, Mumbai
89	STES	Sinhgad Educational Society, Pune
90	SPJIMR	SP Jain Institute of Management and Research, Mumbai
91	SURYADATTA	Suryadatta Institute of Management, Pune
92	SYDENHAM	Sydenham Institute of Management Studies Research and Education, Mumbai
93	SCIT	Symbiosis Center for Information Technology, Pune

94	SCMHRD	Symbiosis Center for Management and Human Resource Development, Pune
95	SIBM	Symbiosis Institute of Business Management, Pune
96	SIMS	Symbiosis Institute of Management Studies, Pune
97	TAPMI	TA Pai Management Institute, Manipal
98	TISS	Tata Institute of Social Sciences, Mumbai
99	TAXILA	Taxila Business School, Jaipur
100	UBS	University Business School, Chandigarh
101	VGSOM	Vinod Gupta School of Management, IIT Kharagpur
102	VIT	VIT Business School, Vellore
103	WELINGKAR	Welingkar Institute of Management, Mumbai
104	XIME	Xavier Institute of Management and Entrepreneurship, Bangalore
105	XIMB	Xavier Institute of Management, Bhubaneswar
106	XISS	Xavier Institute of Social Sciences, Ranchi
107	XLRI	Xavier Labour Relations Institute, Jamshedpur

Appendix 3

Course content

1. Corporate governance

1.1 Objective

- Conceptual understanding of corporate governance
- Orient Future managers on existing governance framework–regulatory and legal
- Facilitate development of contemporary understanding of best practices across sections and sectors (multinational corporations, small and medium enterprises, family managed businesses)
- Integrated and multidimensional approach to understanding of corporate governance

1.2 Pedagogy

- Profile of the students based on their under graduates, majors and dream job.
- Multiple cases based on the profiling
- Real-time people in the industry (alumni) to connect with what is happening in real-time in their company
- Use Skype for this communication

1.3 Content

Session 1: Conceptual understanding of corporate governance

- Corporation
- Agency conflict
- Agency cost
- Agency principal relation

Session 2: Board functioning

- Role and responsibility
- Board diversity
- Board committees

Session 3: Regulatory and legal framework

- Clause 49
- MCA –Companies Act

Session 4: Role of independent directors

- Liability and responsibilities

Session 5: Role of auditors

- Liability and responsibilities

Session 6: Internal and external governance mechanisms

Session 7: International corporate governance models

- Anglo-Saxon
- European
- Indian
- Japanese
- Others

Session 8: Corporate governance rating

2. CSR, environment and sustainability

2.1 Objective : Socially responsible managers

- Role of managers
- Importance and significance of CSR
- How to develop skills related to CSR decision-making
- Integration with strategy
- Develop also critical evaluation of CSR policy and programs
- Explore linkages with value creation and delivery process

2.2 Framework for components

- Rational: Why CSR?
- Principles : all issues related to stakeholder, resources, environment, rights and sustainability
- Implementation issues: planning , implementation, managing , monitoring , evaluating and communicating CSR through reports

2.3 Pedagogy

- NGO visit and field training
- Rural project and video documentaries

3. Business Ethics

3.1 Objective: Responsible manager with righteous and moral values

- Create awareness compliance, dilemma and implementation of actions

