

Renovating Management Education with Green Economy for Sustainable Development- An Emerging Trend

¹Dr. Mohan S. Rode and ²Meera B. Hirapurkar,

¹Associate Professor, Research supervisor, Department of Commerce & Management, Research centre, people's College, Nanded, Maharashtra, India

²Research Student, School of Commerce & Management Sciences, SRTMU, Nanded, Maharashtra, India

Abstract: It is widely acknowledged that education is characterized as a future facing activity. Higher education institutes are responding to the emerging need of education for green economy and sustainable development. For this purpose, this research paper is regarded as the process of equipping students with the knowledge and understanding, attributes and skills those are needed to work and live in a way that safeguards our environmental, economic and social well-being for present as well as future generations.

The challenges that are put forth by global environmental changes and their associated socio-economic problems are persistent issues of unsustainability. The process of learning new issues related to sustainability and the green economy has been the object of great number of recent investigations. Moreover it is added that, the expansion and adoption of green knowledge systems should be treated with urgency in institutions of higher education and used a survey technique to ascertain the use of green knowledge.

Sustainability for now has become a crucial aspect of social and economic development and environmental development as well. And so that related ideas and theories of Green economy and sustainable development deserve a large and detailed dissemination, especially (for under and post graduate students) in terms of education.

Keywords: Sustainability; Green Knowledge; Sustainable Development, Detailed Dissemination, Global Environmental Challenges, Socio-Economic Problems

I. INTRODUCTION

A Green economy is understood as an economic system that is compatible with the natural environment, which means that it is environment friendly economy and it does not harness or over-utilize the natural resources. Today the concept of green economy has evolved to consider social issues as well. In the context of Green economy, the term –Growth-, does not simply mean economic output growth, in fact it indicates – sustainable economic progress.

Currently, the curriculum that has been drafted and modified from time to time as per standards required is good and fair enough. But still it is not all inclusive and students are hardly aware about this green economy and sustainable development. If we have gone through the syllabus of different management programs, in environmental aspects, subject is covered as Environment for Business and environmental management-which comprises basics of business environment, Indian Business environment, environmental education, environment protection act, managing natural resources, need of renewable resources, Global warming- problems and implications. All things are there, still remedial action plan is not provided. All the management courses, which is a long list- like Agriculture management course, Biotech management course, Business management course, Co-operative management course, dairy technology and management course, E-business courses,

Energy trading courses, Event management courses, Financial management courses, Foreign trade courses, Hospital and healthcare management courses, Hotel management courses, Industrial management courses, Information technology management courses, Infrastructure management courses, Oil and Gas management courses, Logistics and supply chain management courses, Operations management courses, Pharmaceutical management courses, Textile management courses, this list is unending and in this long list, except - Environmental Management Course- rest others hardly contains the Green economy part- knowledge and application of which is the need of an hour.

Sustainable development is the highest priority of the global international and national agenda, and the Green economy can be considered as a multi-faceted pathway to sustainable development. Each country will have its own specific pathway and will design its own policies, institutional structures and implementation measures, depending on national resource endowments, challenges, needs and priorities.

This study has raised the clear question of whether; there is a need of green economy as a part in curriculum of management education. And it is assumed that, if so done, it will be widely spread and application of it will be quite easy.

II. BACKGROUND TO THE STUDY OF GREEN ECONOMY

On Earth Day, when I was browsing some websites for getting information regarding my mutual fund investments, I came across a video that too very randomly, which forced me to stop my investment investigation and think for a moment-what the video was about. I played it once, twice, thrice and 4th time also. At this point of time, I don't remember the person in the video exactly, but yes she was an old energetic lady talking very calmly, but passionately-Out in rainforest, you learn how everything is interconnected and each little species, even though it may seem insignificant, has a role to play in this tapestry of life.

What better day than earth day to really make a determined effort to live lives in better harmony with nature. Every single individual matters, every single individual makes some impact on the planet, every single day and we have a choice as to what kind of difference we are going to make.”

Somewhere to the deep extent, this video provoked me to choose this topic for my Research Study. For Management education students from different background, different cultures, and different streams like medical professionals, engineers, architects, pharmacist, arts students and other different streams graduates as well, come together at one place for management education. After completing the education, they spread across different sectors of the economy. So if we are educating them about green economy and sustainable development at this platform, then its awareness and

applicability will be the wider one. And even they can come up with the most innovative solutions for these problems.

Most of the concepts related to sustainability and green economy are rather complex to transmit to a class, one reason, among a huge number, being the fact that these issues are new to most students. Hence the learning process may be slow and difficult. The themes of sustainability are even more difficult to apply to such educational process, especially if proposed to different traditions and cultures.

III. THE OPPORTUNITIES OF A GREEN ECONOMY

It is widely acknowledged that the green economy has a huge, long term potential in terms of both environmental stability and financial growth. It is equally acknowledged that seizing these opportunities will present challenges during the transition phase to the government, businesses and all in the UK. One of these challenges is ensuring there is a workforce with the right skills so that business is in the strongest position possible to take advantage of opportunities in the future.

The overarching opportunities of a green economy are set out in more detail in Enabling the Transition to a Green Economy, but it is helpful here to consider them briefly, by way of context for the skills proposals. Opportunities in sectors key to the future green economy indicate the prospect of a growing and thriving skills sector if the demand can be clearly articulated.

Low carbon energy generation: The UK is fortunate to have 40 per cent of Europe's wind resource⁷. In 2009 the Carbon Trust noted that targets could create many jobs by 2020. The nuclear industry, which currently employs some 44,000 people either directly or in the immediate supply chain, is equally well-placed to take advantage of the opportunities of increased demand for low carbon energy. In turn, the increased supply of low carbon energy will increase demand for skilled engineers and other professionals.

- a. Low carbon vehicles: The UK leads Europe in the manufacture and development of low emission vehicles, investing over £1.5 billion annually on automotive R&D. The government and industry both recognise the potential economic opportunities arising from the transition to electric and other low emission vehicles. Industry will need to ensure that the workforce is equipped with new combinations of skill sets, such as the application of electronics and chemistry as well as mechanical engineering, in order to take advantage of these opportunities.
- b. Sustainable and secure food: The food and drink manufacturing sector is increasingly automated and more reliant on highly skilled people to maintain and operate new complex technologies. Waste minimisation technologies such as anaerobic digestion and in-vessel composting will require suitably qualified managers and operators and present new opportunities in the industry. Shifts in the skilled workforce including scientific, engineering and management roles, alongside the traditional craft and technical vocations, are necessary if the UK workforce is to be competitive and support the security of the food and drink industry into the future. A new Advanced Training Partnership scheme, promoted by the Biotechnology and Biological Sciences Research Council, aims to help meet industry needs, notably in the areas of food health and environmental sustainability.

- c. Generic business practices: Above all, all businesses will need to respond to the transition to a green economy, as they consider the impact on their goods and services and how they produce these. Increased resource efficiency can increase profits and competitiveness, making UK industries stronger and more resilient. All workers will need the abilities and knowledge to respond effectively to the shift to greener business practices. FE and HE both have a role in embedding skills for a green economy in their courses and ensuring teachers, trainers, lecturers and assessors have the necessary capabilities to undertake this widening role.

IV. JUSTIFICATION FOR THE STUDY

As per Principle 21 of the 'Rio Declaration on Environment and Development' which describes- that ideals, courage and creativity of the youth should be mobilized in order to achieve sustainable development and ensure a better future for all. This also means to which extent young students are aware about these issues related to sustainability and if they are not, they should be. The present investigation shows a way to improve the students' awareness and eventually, success in courses that involve green economy and sustainability.

As pointed out in the background to the study, environmental awareness has become an important means to achieve environmental goals by means of green technology, by implementing laws & regulations, conservation, different policies, management and behavioral change. Modern education system are facing challenges of different forms, from changes happening in the in the administration of education. While changes in any system of administration itself is not static, the changes happening must be carefully studied to determine their impact on students'

The strongest justification for the study is that interaction between people and the environment is quite complex and influenced by variety of factors like scientific factors and cultural factors. We Humans do not just exist in environment, but we are constantly changing and transforming it. The other justification is that educational institutions are appropriate places to disseminate such awareness. Rather education and awareness about environment that we all are part of, can begin at the early stages of education; however, at the higher education level if it is started then students not only learn, understand and accumulate knowledge about environment, but they can also develop responsibility towards the stewardship of the ecosystems and respect other species' right to healthy environment.

The behavior and reaction of people in return to environmental problems is an important consideration in perceiving responses from individual groups. Behavior is the fact which is one of the important factors which determines the environmental awareness.

Another constructive justification for undertaking this topic for my Research is that students now-a-days pay more attention to their environment. They are the future decision makers of the society. So their attitude towards environment, environmental changes, environmental protection and other related issues are vital to one's society and its developing cycles.

V. SIGNIFICANCE OF THE STUDY

Today we use the traditional one, macro-economic indicators of GDP to monitor the overall economic position of the country. But in fact, GDP does not take into consideration

social and environmental cost and benefit. It is also difficult to achieve sustainable decision making. Therefore, the Green economy is a new concept, a new approach arose from summit of Rio de Janeiro, 2012 (Rio+20) to celebrate the 20th anniversary of the first Rio earth Summit in 1992.

In its simplest expression, a green economy is low carbon, resource efficient and socially inclusive economy. In a green economy, growth in income and employment should be driven by public and private investments, that reduce carbon emissions and pollution, enhance resource and energy efficiency and prevent the loss of bio-diversity and ecosystem services.

India can make Green Growth a reality by putting in place strategies to reduce environmental degradation at the minimal cost of 0.02% to 0.04% of average annual GDP growth rate. According to a New World Bank Reports 2013, this will allow India to maintain a high pace of economic growth without jeopardizing future environmental sustainability. (Ref-www.nairjc.com)

The future license to operate any management education organization will depend on its contribution first and foremost to the world achieving environmental sustainability and social justice. This means policy frameworks for management education throughout the world which will transform business education organizations to become custodians of the future of sustainable corporations and a sustainable business system on behalf of society.

This Research study will propose a daring vision and concrete roadmap to implement a radically new management education for the world. A fundamental re-thinking of business and management education in order to create globally responsible leaders equipped with required competences to embrace emerging environmental, societal and economic challenges. Such leaders will be needed in Business, in government, NGO and social entrepreneurship ventures.

After the completion of this research, the general awareness of management students' for environmental related issues will be determined. At this point, the issue concerning several scenarios with regards to different environmental hazards, health risks will be analyzed and discussed that will reach to better understanding the situational awareness of management students' The results drawn out of the study then after will be suitable to use in implementing such education and increasing the understanding of environmental awareness by knowing the depth of knowledge of students about the surroundings.

This Research is completely new and fresh in case of management graduates, which never before this considered and done.

VI. LIMITATIONS OF THE STUDY

There are certain limitations to this research.

1. The study is based on samples hence; limitations of sampling are also applicable.
2. The findings are also limited to management education so may not be generalizable to other forms of courses offered.
3. Green economy is still a challenged concept. At its best, it offers a positive blueprint for a new economy. Thus, being a very wide concept having large scope and many aspects, this study limits to only few aspects of Green economy i.e. Green banking, e-

commerce/ digital economy, green marketing and sustainable development.

Future Scope

The study can be done for more cities as well as in different states in India. Comparative study of two or more states can also be done. The sample size could be increased and also the adaptability of the concept of Green economy to the corporate could also be verified by taking interviews of HR and senior professionals of corporate firms. The study can also go at global level and even research between two nations can also be done.

CONCLUSION

In order to achieve the interlinked goals of strengthening sustainability management education and accelerating the global green economic transition, two things need to happen simultaneously, first, greater curricular experimentation on the macro or conceptual level (e.g. what and how should the business school curriculum look like) and second one, on the micro level e.g. what specific types of curricular changes including executive education, MBA courses, project based service learning opportunities in the various India business schools are required to mainstream greater and more effective sustainability content.

Our argument is consistent with the conclusion of one of the articles in the 2010 Academy of Management Learning & Education special issue on sustainability and management education that argues for diverse differences in sustainability-related curriculum design from business schools of different cultural, economic, and institutional backgrounds. Since curriculum design needs to reflect the business, government, and societal reality of local circumstances, it is important that sustainability-linked management education reflects the local conditions as well as any global trends.

References

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