

2024 Sharing Information on Progress (SIP) Report

LM Thapar School of
Management

August 2024

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Purpose	6
4. Values	8
5. Teach	10
6. Research	16
7. Partner	24
8. Practice	30
9. Share	33

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Institutional Mission, Vision, and Strategy

The following outlines LM Thapar School of Management's institutional mission, vision, and strategic approach to responsible management education.

Mission, Vision and Strategy of the Institution.

The mission and vision of the School can be accessed through the attached URL.

Relevant Stakeholders

PUBLIC

Purpose

Mission and Vision of the School

[Supporting Links](#)

Mission,Vision, and Strategic Plan - LMTSM

View document  Download document 



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



RME Leadership Accountability

At LM Thapar School of Management, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Organizational Structure for RME

The following organizational entities at LM Thapar School of Management are responsible for RME:

- ❖ Community Engagement Entity
- ❖ Teaching-Focused Entity



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

LM Thapar School of Management integrates responsible management education into its degree programs through 3 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Our school periodically invites social entrepreneurs and leaders who are working in the field of sustainability or social responsibility to have interaction sessions with our business students.

Date

August, 2021 - August, 2021

Location

Online

Speakers

Dr. Ashutosh Gautam, Asia Head of Engineering and Operations for Energy Efficiency Consultancy Limited (EECO2)

Dr. Gautam conducted a session on Sustainability Related Industry Initiatives to describe the innovative initiatives being explored in their industry for increasing energy efficiency.

Online Session_Dr Gautam_18-08-21

[View document](#)  [Download document](#) 

Examples of guest speakers and showcase events

Our school periodically invites renowned faculty who are experts in the field of sustainability or social responsibility to have interaction sessions with our business students.

Date

August, 2023 - August, 2023

Location

Thapar School of Management, Dera Bassi

Speakers

Dr. Ingrid Wakkee, AUAS Professor of Entrepreneurship, Scientific director AUAS Venture Centre and AUAS Centre for Economic Transformation and Dr. Burcu Kör, Associate Professor HU

Entrepreneurial skills: Using entrepreneurship to create a better world. This was an interactive session conducted by faculty experts from Amsterdam University of Applied Sciences, Netherlands. They discussed with students the concepts of green jobs, circular economy and regenerative economy. They conducted exercise with students using the social business model canvas to describe the concepts better.

Session_Dr Ingrid&Dr Burcu_17-08-23

View document  Download document 

Earth Day 2022 - Examples of guest speakers and showcase events

Earth Day 2022 – Sustainability Challenges & Initiatives This event is meant to provide a unique opportunity to the students & faculty of TIET and other Higher Education Institutions (HEIs) in the Patiala city to showcase and appreciate their environment and sustainability related initiatives along with enriching their experiences. The event poster and detailed event plan can be found in the attached URL.

Date

April, 2022 - April, 2022

Location

Thapar Institute of Engineering and Technology (TIET), Patiala, Punjab

Speakers

Mr. Baljinder Singh Thakur, Member - Hariawal Punjab (NGO) and Mr. Bageshwar Singh, Project Associate - PAHAL (NGO)

[Supporting Links](#)

Earth Day 2022 – Sustainability Challenges & Initiatives This event is meant to provide a unique opportunity to the students & faculty of TIET and other Higher Education Institutions (HEIs) in the Patiala city to showcase and appreciate their environment and sustainability related initiatives along with enriching their experiences through the following: Event Components: A. Video Competition B. Sustainability Fair C. Expert Session. The event poster and detailed event plan can be found in the attached URL.

02 - EARTH DAY 2022 Photos

View document  Download document 

Professor-Discretionary Course Topics

Examples of topics in courses

The topics covered in Sustainability in Practice.

Department

Thapar School of Management

Learning Object Subject

Sustainability in Practice (SiP)

Educational Level

MBA Student 1st Year

Learning Outcome

Topics related to Sustainable Development and Social Responsibility

Interactivity Type

Experiential Learning - Active Real-world projects with local stakeholders

Learning Object Description

The topics include: Introduction to Sustainability, Sustainability Development and UN SDGs; Challenges to Sustainable Development; Sustainability as a Wicked problem; Introduction to Systems Thinking; Defining the Problem (project plan development); Introduction to Design Thinking. Basics of Research methodology (Project); Types of Pollution; Story of Stuff: Value chain and externalities; Introduction to Circular Economy; Principles of Circular Economy; Framework for Strategic Sustainable Development(FSSD); Global Warming & Climate Change; Corporate Social Responsibility;

Course-Level RME Learning Goals

SOCIAL & COMMERCIAL ENTREPRENEURSHIP - Examples of course syllabi with course-level RME learning goals

There are two courses with direct RME learning goals in our MBA Program: Sustainability in Practice and Social & Commercial Entrepreneurship.

Department

Thapar School of Management

Learning Object Subject

SOCIAL & COMMERCIAL ENTREPRENEURSHIP

Educational Level

MBA Student 1st Year

Learning Outcome

CLO1: Comprehend the different aspects and challenges associated with establishing a new social/commercial venture CLO2: Demonstrate an ability to design a business model canvas.

Interactivity Type

Experiential learning Course: The students are required to launch a tiny enterprise in a group to learn the process and challenges associated with entrepreneurship. Flip classroom methodology is employed learning the course material.

Learning Object Description

This course will make a serious endeavour to provide the students with not only a thorough understanding associated with entrepreneurship but also enable them to apply this knowledge in order to create a social/commercial enterprise. The key objectives from this course are as follows: Exciting students about challenging as well as highly rewarding world of entrepreneurship Developing understanding of theoretical frameworks that form fundamental blocks of entrepreneurship To help the students to develop their personal passion for creating social/commercial enterprise

Sustainability in Practice - Examples of course syllabi with course-level RME learning goals

There are two courses with direct RME learning goals in our MBA Program: Sustainability in Practice and Social & Commercial Entrepreneurship.

Department

Thapar School of Management

Learning Object Subject

Sustainability in Practice (SiP)

Educational Level

MBA Student 1st Year

Learning Outcome

By the end of the course, students should be able to: 1. Develop a thorough understanding of the challenges of sustainable living. 2. Develop an excellence seeking mindset when it comes to sustainability challenges. 3. Demonstrate an ability to work effectively in a team. 4. Construct effective written and oral communication related to sustainability issues.

Interactivity Type

Experiential Learning Course: In teams of 4 to 5, the students design and execute real-life projects guided by UN Sustainable Development Goals (SDGs) which are dedicated to resolve sustainability challenges faced by society and businesses. Each team chooses a problem to work on, designs a project with expected objectives of intended sustainability impact, and implements it with a variety of stakeholders.

Learning Object Description

The accelerated growth model that the human civilization has been following has created complex environmental, social, and economic problems that affect all of us and the environment we thrive in. This course seeks to equip MBA students (future decision makers) with a sustainability mindset to tackle these complex problems and engage in creating a better world. Sustainability in Practice is a year-long experiential learning course which aims to provide the business students with an experience to interact with real-life problems around them and build their capacity to develop effective and implementable solutions. The course introduces the idea of sustainable development and lets the students explore interdisciplinary aspects of sustainability like ethics, environment, people, natural resources, and economics to understand the inevitability of sustainable development. Students are also introduced to and trained in several frameworks, such as SQCA, 6E and Reframing, to understand sustainability related issues in the business value chain and critically explore innovative solutions.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

LM Thapar School of Management incorporates responsible management education into its research endeavors through 3 different methods:

Research Conferences

Examples of responsibility-related conferences

The Twenty second Global Conference on Flexible Systems Management, GLOGIFT 22 was held on December 9-11, 2022 at our school with the theme: "Sustainability, Flexibility and Digital Transformation"

Date

December, 2022 - December, 2022

Location

Thapar School of Management, Dera Bassi

Speakers

All the speakers are mentioned at the website for the event.

[Supporting Links](#)

GLOGIFT 22 Theme: "Sustainability, Flexibility and Digital Transformation" Post pandemic the business organisations have realised that being sustainable is cardinal for their own as well as the survival of humanity. As organisations continue to transform their business processes and products into more sustainable ones, they are on the constant lookout for strategies and solutions which aligns with their social and business goals. The quintessential characteristic of the relatively resilient firms was their flexibility and the ability to digitally transform their processes. Through GLOGIFT 22 conference we seek to collate and discuss the ideas and solutions proposed by disparate groups on sustainability, flexibility and digital transformation.

PhD-Level RME Courses

Advanced Seminar in Social and Commercial Entrepreneurship - Examples of PhD-level course syllabi with course-level RME learning goals

Department

Thapar School of Management

Learning Object Subject

Advanced Seminar in Social and Commercial Entrepreneurship

Educational Level

PhD

Learning Outcome

Upon successful completion of the course, the students should be able to: CLO1: To understand the foundations of entrepreneurship as a research discipline, its connections to strategy and economics and appreciate the breadth of literature streams within entrepreneurship including social entrepreneurship. CLO2: To appreciate research approaches that analyze entrepreneurship from various levels such as the individuals (founder/cofounders), team (early team), early contributors (stakeholders including customers, suppliers, investors etc.), community, external enablers, and the unfolding of the entrepreneurship process. CLO3: To distinguish and assimilate different methodological approaches adopted in the field of entrepreneurship. CLO4: To develop critical understanding of different components of a research article from presenting the research gap to highlighting the implications. CLO5: To develop a set of possible research programs of interest based on the review of the current literature in commercial and social entrepreneurship

Interactivity Type

A mix of lectures, discussion, research critique, and paper presentations by students will be followed. Group discussions and reflection will be used as appropriate.

Learning Object Description

Faculty: Dr. Raja Singaram The aim of this course is to introduce Entrepreneurship and Social Entrepreneurship research literature streams to doctoral scholars. We start with foundational work in both these research disciplines and focus on special topics that are receiving increasing attention in the recent years. The contribution of other research disciplines (psychology, social psychology, strategic management etc.) to entrepreneurship is highlighted. Methodological plurality adopted by researchers is underscored. The course is built on various levels of analysis pursued by researchers investigating core dependent variables within entrepreneurship and the practice of entrepreneurial thinking in commercial (startup and corporate) and social contexts are highlighted.

Advanced Seminar in Sustainability - Examples of PhD-level course syllabi with course-level RME learning goals

Department

Thapar School of Management

Learning Object Subject

Advanced Seminar in Sustainability

Educational Level

PhD

Learning Outcome

CLO1: Understand the meaning of various types of sustainability, CSR and green washing.

CLO2: Understand the various aspects of sustainability and its significance for business. CLO3: Understand the stakeholder and shareholder view of the firm and its relation to corporate sustainability.

Interactivity Type

Seminar Based

Learning Object Description

Course Description: This course focuses on the various aspects of sustainability and how they are important in business. The purpose of this course is to ensure students understand the various facets of sustainable business strategies.

Required Research Reporting

Research related to Sustainability by our Faculty and Research Scholars

Our faculty members are encouraged to engage in both socially and economically relevant research. This has resulted in 23 recent PRJ publications, which include domains like green products, renewable energy assessment, corporate social responsibility, and green supply chain.

Our faculty members are encouraged to engage in both socially and economically relevant research. We realize that knowledge creation is one of the most crucial and desirable aspects of the teaching profession in addition to knowledge delivery. To this end, faculty at LMTSM is actively involved in generating research output. We at LMTSM are committed to undertaking research in sustainability and responsible management issues.

Our faculty members have continuously published in the sustainability domain to enhance social, environmental, and economic values. Here are the publications by LMTSM faculty relating to social and environmental sustainability, and social entrepreneurship:

Year of Publication	Authors	Title	Journal
2021	Kaffka, Singaram, Kraaijenbrink & Groen	"Yes and. . . , but wait. . . , heck no!": A socially situated cognitive	Journal of Small Business Management

		approach towards understanding how startup entrepreneurs process critical feedback Entrepreneurial cognition of the business model	
2021	Kaffka, Singaram, Groen & Kraaijenbrink	construct: A mixed methods study of STEM and non-STEM entrepreneurs	Journal of Small Business Strategy
2021	Singaram & Jno- Charles	Giving and taking credit: Parsing the founding narratives of entrepreneurial exemplars.	Babson College Entrepreneurship Research Conference; Best Paper Proceedings
2022	Sandeep Goyal, Chihua Hu, Sumedha Chauhan, Parul Gupta, Amit Kumar Bhardwaj, Ankit Mahindroo	Social Commerce: A Bibliometric Analysis and Future Research Directions	Journal of Global Information Management
2022	Amit Sood, RK Sharma, Amit Kumar Bhardwaj	Towards sustainable agriculture: key determinants of adopting artificial intelligence in agriculture	Journal of Decision Systems
2022	Amit Sood, RK Sharma, Amit Kumar Bhardwaj	Artificial intelligence research in agriculture: a review	Online Information Review

2022	Amit Prakash Jha, Aarushi Mahajan, Sanjay Kumar Singh, Piyush Kumar	Renewable energy proliferation for sustainable development: Role of cross-border electricity trade	Renewable Energy, 201(1)
2022	Amit Prakash Jha, Sanjay Kumar Singh	Future mobility in India from a changing energy mix perspective	Economic Analysis and Policy, 73
2022	Gupta, P.K., & Garg, A.	Impact of CSR Expenditure Compliance on Firm Value using P/B-ROE Valuation Model and Instrumental Approach	Studies in Business and Economics, Lucian Blaga University of Sibiu, Faculty of Economic Sciences, 17(2), 108-123.
2022	Bhatt, Y. and Ghuman, K.	Corporate Environmental Responsiveness: A Bibliometric and Content Analysis	Management Review Quarterly
2022	Singh, M. and Ghuman, K.	Decentralized Municipal Solid Waste Management Case Study of a Fast- Developing Satellite Township	AIMS Journal of Management
2022	Jha, A. P., Mahajan, A., Singh, S. K., & Kumar, P.	Renewable energy proliferation for sustainable development: Role of cross-border electricity trade	Renewable Energy
2022	Sabin Bikram Panta, Pradeep Kumar Gupta, Rajesh Sharma	Complementing and Conflicting Views of Corporate Governance and Regulations in Banks and Financial Institutions: A Review	International Journal of Business and Economics, vol. 21, no. 3, pp. 237-254

		Impact of CSR Expenditure Compliance on Firm Value using P/B-ROE Model and Instrumental Approach	Studies in Business and Economics, vol. 17, no. 2, pp. 108-123
2022	Pradeep Kumar Gupta, Arunesh Garg		
2022	Harsimar Kaur and Pradeep Kumar Hota	Immigrant entrepreneurship research: A bibliometric analysis and synthesis	Academy of Management Proceedings
2022	Chauhan, S., Mishra, P., Goyal, S.	The role of innovation type and country context in diffusion of innovative technologies in organisations – a meta-analytic review	Behaviour and Information Technology. DOI: https://doi.org/10.1080/0144929X.2022.2100826
2023	Monika Bhatia, Pritpal Singh Bhullar, Dipayan Roy, Pradeep Kumar Gupta	Impact of Board Gender Diversity on Priority Sector Lending and Insolvency Risk: Evidence from Indian Banking Industry	International Journal of Electronic Finance
2023	Vineet Kaushik, Shobha Tewari, Sreevas Shasranamam, Pradeep Kumar Hota	Towards a precise understanding of social entrepreneurship: An integrated bibliometric-machine learning based review and research agenda	Technological Forecasting & Social Change
2023	Padmanetri Panigrahi, Pradeep Kumar Hota	Subsistence Marketplace: A structured review and implications for future	Academy of Management Proceedings
2023	Pradeep Kumar Hota, Babita Bhatt, Israr Qureshi	Institutional work to navigate ethical dilemmas: evidence from a social enterprise	Journal of Business Venturing
2023			Entrepreneurship Theory & Practice

	Singaram, Kraaijenbrink, & Gartner	No Simple Way to Say Goodbye! Untangling the Heterogeneity of Social Venture Founder Exit Intention	
2023	Singaram, Radu- Lefebvre, & Gartner	Gordian knot uncut: Understanding the problem of founder exit in social ventures.	Journal of Business Venturing Insights
2023	Singaram & Kour	The role of Perspective- Taking in Social Venture Opportunity Development.	Academy of Management Conference; Best Paper Conference Proceedings



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

LM Thapar School of Management partners with external stakeholders to advance responsible management education through 3 different approaches:

Knowledge Translation and Dissemination

Description of partnering activities that involve informing

Our students and faculty consistently work to disseminate knowledge or provide training that can improve the lives of the local community. Almost all the student-driven projects that work with local stakeholders involve some form of awareness or knowledge dissemination aspect to their action plan. This is usually the first step in bringing out a positive change in the community.

Through our Sustainability in Practice course, we have more than 30 student-driven projects every year that work with local stakeholders in developing solutions in diverse areas, including quality education, good health and well-being, climate action, and responsible production and consumption. The generation of awareness among the stakeholders is the first step in working towards solving any problem. Our students meet the local stakeholders affected by the issue and empathize with them to deeply understand the challenges they face deep. After building a connection, the student teams develop material to inform the stakeholders about the challenge and what the possible solution is. This is done through group discussions, workshops, or bringing in an expert in the field for a seminar.

Almost all the 30 student-driven projects involve some form of awareness or knowledge dissemination aspect to their action plan. Three examples of such groups from the recent MBA student batch are mentioned below.

Our campus is based in rural village, Behra in Dera Bassi, Punjab, India. There are three government schools in the vicinity of our campus, and multiple student teams work with these schools to improve the quality of education delivered to students in these schools. They aim to provide the students of these schools with the same kind of education prospects that they received during their school time.

1. **Career Guidance for Higher Secondary School students:** A team developed a model for awareness about future career options and enhancing employability skills. The team conducted multiple career guidance and aptitude-building sessions for students in grades 9th, 10th, and 12th. They invited the school students to our campus and

conducted a stage speaking event, which boosted the confidence of the high school students. The team also developed a digital database with relevant career information and distributed it to students from different schools through WhatsApp.

2. **Personal Finance for school students:** Another student team aims to train every school-going student in Chandigarh in personal finance. This is also in line with India's recent National Educational Policy (NEP). They have designed a module on understanding personal finance and tricks to apply in their life. The team has delivered these modules to students from 4 government schools till now, reaching more than 200 students in the span of Oct,23 to May,24. They were able to instill this module in one of the school's curricula too.
3. **Environmental Education:** Every year, one team works to educate school children regarding environmental education, including proper waste management practices, afforestation, and pollution. They conduct workshops on the consequences of pollution and deforestation in government schools in Punjab. The team also organizes plastic collection drives, tree-plantation drives, and eco-bricks-making initiatives at the schools.

Menstrual hygiene awareness: Every year, one or two teams work to raise awareness among rural women to highlight the importance of menstrual hygiene. The team conducts sensitization sessions and distribution drives to encourage menstrual hygiene. These teams can reach about 100 rural women every year. They also conduct sensitization sessions with young guys to challenge the taboo still prevailing around menstrual hygiene.

The updates from these projects are reported on our Instagram, LinkedIn and Website.

Collaborative Problem Solving

Description of partnering activities that involve problem-solving

Our student teams work with local partners who are working to solve similar societal problems. The teams are encouraged to identify, connect, and collaborate with the local bodies working on the societal problem they are working on.

Through our Sustainability in Practice course, we have more than 30 student-driven projects yearly that work with local stakeholders in developing solutions in diverse areas, including waste management, empowering disadvantaged communities, menstrual hygiene, climate action, and responsible production and consumption. We encourage teams to identify, connect, and collaborate with the local bodies working on the societal problem they are working on. This helps them better understand the ground reality and the kind of challenges others have faced. The local partners can include government offices, NGOs, think tanks, businesses, or academic

institutions. These local partners are also able to provide a platform to our student teams to accelerate their work. Please find below a few examples of such projects which have partnered with local organizations for problem-solving.

Tackling Loneliness at Old Age Homes: 3 teams of students identified 2 old-age homes in Chandigarh and connected with the residents to make them feel included and happy. They visited these old-age homes every alternate week and conducted fun and engaging activities with the residents. They even invited 5 of the residents to our school for an outing. The students could notice increased engagement and joyous behavior among the residents after a few visits to the home. One of the old-age homes, Prabh Asra, in Chandigarh has become a partner in this association. The next batch of students have connected with this old-age home and aim to develop a volunteering system for local youth. The students are designing a system with the old age home through which local youth can opt to volunteer certain number of hours every week with the old-aged people.

Almost all the 30 student-driven projects involve some form of collaboration at the local level. Three examples of such groups from the recent MBA student batch are mentioned below.

Waste management at Village Behra: A team of 5 students collaborated with the local sarpanch(municipality) and an NGO to develop a waste management system for village Behra, where our campus is located. They collaborated with the local NGO to develop diverse ideas of how this waste management system can be designed. The students mapped all the waste hotspots of the village. They also conducted door-to-door awareness campaigns in more than 30 village houses to gather support for the idea. The residents joined the team in a waste collection drive. The team's efforts were appreciated in the local language newspaper. This motivated the sarpanch of the village to commit to creating a segregation area and compost pit for the village.

Project Kalakaari: This project aimed at empowering autism spectrum disorder (ASD) kids with the confidence to be self-sustaining. The team collaborated with a foundation in Manimajra, Sadhna Society where these kids learn. They trained these kids on making DIY products that can be sold in the market and generate revenue. They developed diyas, gel candles, holi colors, and chocolates with these kids and marketed them for them. They were able to generate significant revenue through these products. Most importantly, they were able to instill confidence in the ASD kids. The foundation has approached the students from the previous batch to continue this work.

Quality Education: An Urge to Teach Something: This project is aimed at empowering street children with education. The team identified a group of children from a nearby slum area and their lack of interest in education. They visited the area every week and conducted engaging

activities through which they developed kids' interest in learning. The kids did not like to go to school before their intervention. After continuous engagement and motivation to the kids, the kids re-registered in the schools and started going there. Along the process, they also connected with an NGO, Rag Dreams' Weavers Association, that has been creating educational spaces for street children. The NGO really appreciated the team's work and wants this project to be taken forward. They built a deep connection with the kids, and these kids have been expecting them after their two-month break. The next batch of MBA students has taken up this project.

Collaborative Change Action

Description of partnering activities that involve acting

Our signature course, Sustainability in Practice, is designed in such a way that students and faculty work on societal projects that generate a positive impact in society. Every year we have about 30-35 student-driven projects generating positive impact in various domains spanning education, health, creating economic opportunities, sustainable agriculture, food and nutrition, public infrastructure, gender equality, and sustainable fashion.

Every year we have about 30-35 student-driven projects generating positive impact in various domains spanning education, health, creating economic opportunities, sustainable agriculture, food and nutrition, public infrastructure, gender equality, and sustainable fashion. Please find below examples of such projects.

Upcycled Clothing: One of the student teams developed a resourceful concept of making clothing and accessories from scraps of clothing left from the manufacturing of clothes. This was a complete supply chain intervention in which they identified sources of clothing scraps, women who wanted to earn money through stitching, and a market for selling such products. The team trained multiple women on how to make products using clothing scraps. They sold products and generated revenue for these women. The next batch of students has taken up this project.

Two groups took up this project next year, namely - *Ecoposhak* and *Scrappy*, with a different take on this idea of upcycling. *Ecoposhak* works with denim fabric and designs products using old denim scraps or denim selvages from industries. They also increase the life of old denims by making custom art on the jeans or repairing the jeans in a fun way. *Scrappy*, on the other hand, uses fabric cuttings to make one-off shirts and tops stitched using small scraps of clothing they find from tailors or big industries. Together, these groups are working to reduce the amount of fabric waste going into landfills. They measure the impact by the weight of clothes that they can reuse and increase the life of.

E-waste management: Another team of students is working to generate awareness about electronic waste management in Dera Bassi. They have mapped and connected with all electronics shops and institutions in Dera Bassi that might have any e-waste. The team has made the stakeholders aware of environmental issues generated through improper e-waste disposal. The shop owners resonated with their idea of properly disposing off e-waste and generating some revenue while doing so. After multiple meetings, the team connected 5 vendors with an e-waste collector who will come periodically to these shops based on the amount of e-waste generated.

Personal Hygiene & Health Check-up: Another team took it upon themselves to improve the personal hygiene habits of primary school students at the government school. They first inspected their habit of brushing their teeth and washing of hands. They conducted multiple awareness sessions with about 80 kids and instructed them to keep track of following the habits every day. The team also organized a free dental checkup for all the kids and subsidized treatment for the ones with some issues. The team observed significant improvement in their dental hygiene, which was also reported by the principal.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

LM Thapar School of Management has implemented 1 policy to support its commitment to responsible management education:

Employee equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

Thapar Institute of Engineering and Technology is an equal opportunity employer. We value our people because of what they can do and not where they are from. 'Respect for Diversity' is one of our core values and the same is reinforced in our Code of Conduct. Our success is based entirely on our people. We believe in treating each other with dignity and respect and expect every employee to promote a sense of personal responsibility.

Scope

This Policy is applicable for all categories of employees and job applicants. This policy also applies to the selection and treatment of independent contractors, suppliers, other stakeholders, personnel working on TIET premises who are employed by temporary agencies and any other persons or firms doing business for and with Thapar Institute. This policy of equal employment opportunity and anti-discrimination applies to all aspects of the relationship between Thapar Institute and its employees and extends to all terms & conditions of employment that include Recruitment, Selection, Promotion, Demotion, Training, Transfer, Termination, Performance appraisal, Working conditions, Compensation & benefits, Discipline and Application of various policies.

Enforcement Date

March, 2022

Number Of Pages

2

Publisher

TIET

Media

website with a pdf document

[Supporting Links](#)

Institutional Aspiration Targets

LM Thapar School of Management has set aspiration targets in 2 different areas:

- ❖ GHG Emission Targets
- ❖ Our university, TIET aims to implement waste management strategies to achieve a 75% reduction in overall waste sent to landfill by 2030, with a focus on recycling, composting, and eliminating the use of single-use plastics.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, LM Thapar School of Management operates with the following approach:

Full Transparency Disclosure

Sustainability in Practice Magazine designed by our students

Our MBA students periodically design a magazine to showcase the efforts of our student teams who develop and execute sustainability-related projects which generate a positive impact in the local community. Previous Magazines can be accessed at: <https://lmtsm.thapar.edu/magazines/>

Author

Students of LM Thapar School of Management

Published Date

November, 2021

Degree Of Recognition

Local and National

Media Name

Self-Published and shared on LinkedIn

Media Type

Magazine

Duration

44

[Supporting Links](#)

Sustainability in Practice Website

This website describes our signature course, Sustainability in Practice. It is a year-long experiential learning course that provides our business students with a unique experience to recognize and understand the challenges of human existence and build their capacity for the development of effective and implementable solutions.

Author

LM Thapar School of Management

Published Date

January, 2022

Degree Of Recognition

Local, National and International

Media Name

Institute's website

Media Type

Website

Duration

NA

[Supporting Links](#)

Website of disclosure of performance

Our institute regularly publishes updates, events, student achievements, policy updates, and institute performance on our website and social media handles.

Here are the channels through which LM Thapar School of Management continuously shares updates about student achievements, events, policy updates, and institute performance.

Official Website: <https://lmtsm.thapar.edu/>

LinkedIn: <https://www.linkedin.com/school/thapar-school-of-management/>

Instagram: https://www.instagram.com/thapar_school_of_management/

We also have a dedicated channel for sharing sustainability-related updates and student achievements. Students manage the Instagram and LinkedIn handles.

Sustainability in Practice Website: <https://lmtsm.thapar.edu/sipnew/>

Sustainability in Practice Instagram: <https://www.instagram.com/sipthapar/>

Sustainability in Practice LinkedIn: <https://www.linkedin.com/in/sipthapar/>



SIGNATORY

LM Thapar School of Management



Address

Thapar University - Dera Bassi Campus, Dera Bassi, Punjab, 140507
India



Website

<http://lmtsm.thapar.edu/>