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Co-LIFE Project

The state of the environment and the economy require altering the way we approach business transactions (cf. the UN Sustainable Development Goals). Innovative sustainable interventions addressing social inequality and environmental degradation are required to create employment opportunities for sustainable growth. The Co-LIFE project aims to produce innovative educational measures in impact-focused entrepreneurship (IFE) in four (4) Indian HEIs. Project partner institutions in Europe and India have come together to co-develop educational content (course curriculum), learning materials, and novel innovative pedagogics to advance IFE-based education in India. This educational collaboration between Indian and EU-based HEIs (including students as co-developers) involves creating a tight stakeholder ecosystem in India and between India and the EU. The proposal involves local companies, non-academic organizations, and relevant stakeholders bringing innovative added value for social inclusion. This will produce positive social, economic, and environmental results through knowledge-sharing. Through close collaboration between HEIs, companies, and associations, e. g. via impact-focused entrepreneurship activities, the Co-LIFE project will create change in communities, in the short and long term. India needs sustainable interventions to exploit their demographics and vibrant ecosystem for entrepreneurial growth. The goal is Erasmus+ CBHE goals. Additionally, enhancing intercultural relations between the EU and India among HEIs, students, teaching staff, and local businesses and associations is an objective. HEIs and the ecosystem created in the project will benefit from exchanging best practices in learning and teaching methods and practical ideas towards employment and sustainable development in their respective areas.



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EXECUTIVE SUMMARY

Global challenges like natural resource depletion, biodiversity loss, freshwater scarcity, and increased drought incidence disproportionately affect vulnerable populations, leading to increasing poverty and inequality apart from threats to societal stability. The 77th General Assembly of the United Nations mooted the pivotal role of impact-focused entrepreneurship in addressing such social and environmental challenges. It also highlighted their contribution to sustainable development, fostering innovation, job creation, and income generation. It is, therefore, imperative to integrate sustainability and entrepreneurship education into the curricula of higher educational institutions, especially in developing countries. Scholars and experts agree that the curricula should combine experiential learning approaches, innovative pedagogical methods, and modern teaching tools to enable students to acquire the necessary mindsets and competencies for sustainability.

The Co-LIFE project is a collaboration between Higher Education Institutions (HEIs) in India and Europe that seeks to enhance impact-focused entrepreneurship (IFE) education in India. The project underscores the importance of a supportive entrepreneurial ecosystem that includes diverse and engaged students and supportive faculty, mentors, and enterprises committed to addressing global challenges and meeting the Sustainable Development Goals (SDGs). The need analysis report undertaken as part of the Co-LIFE project highlighted the preferences and specific requirements of the different stakeholders about the curriculum and pedagogy. It provided the broader context of IFE education in India.

The landscape report presents the current state of entrepreneurship and sustainability education in Europe and India, focusing specifically on the partner HEIs in the Co-LIFE project. Based on a review of secondary literature and a scan of websites, the landscape study aims to gain a comprehensive overview of the course, programs, and other IFE interventions, specifically focusing on how sustainability is incorporated into the curriculum and pedagogy of those offered at the European and Indian HEIs. It examines the broader trends, initiatives, and developments in the field. It offers insights into the best practices across partner institutions that can contribute to curriculum development. The aim is to offer insights into the broader ecosystem within which impact-focused entrepreneurship focusing on sustainability would be relevant in India.

Key Findings

- Higher education institutions (HEIs) are crucial for promoting IFE. They play an important and instrumental role in building the capacity of students or potential entrepreneurs to integrate business acumen with environmental and social responsibility.
- An educational framework that integrates aspects of people, environment, and profit is needed, especially in developing countries, to equip students with the necessary mindsets and competencies to address societal and environmental challenges.
- India has a vibrant ecosystem for startups and social enterprises. Given its demographic dividend and the encouraging evolution of its regulatory environment toward socially and environmentally conscious business practices, there is an opportunity to further IFE with sustainability as a focus in India.
- However, challenges like lack of consensus on the definition and scope of IFEs, institutional support, complex stakeholder issues, and perceived risk of personal failure have been limiting the growth of IFE India. Availability and access to relevant education, finance, mentorship, and infrastructure have also been identified as barriers to the growth of impact-focused enterprises in India.
- The educational landscape for entrepreneurship in India is dotted with an eclectic mix of institutions and their programs. Most institutions of higher education offer courses and programs on business entrepreneurship. Within such institutions, few offer specific courses on social entrepreneurship and/or sustainability. Very few institutions offer post-graduate degree programs focusing specifically on social entrepreneurship.
- Courses on sustainability and/or sustainable development are offered at very few places, often in distance mode. Further, specific programs and courses explicitly focusing on integrating sustainability concepts with social, sustainable, or impact entrepreneurship are still unavailable in India. Currently, no programs in India offer courses or programs specifically on IFE. There is an evident need to understand how HEIs in European countries integrate sustainability and impact-entrepreneurship education.
- Apart from formal educational institutions, several non-profit organizations in India support the capacity-building programs of individuals and organizations engaged in building enterprises to tackle global challenges. The country has many incubation programs supporting both business and social entrepreneurs.
- HEIs in Europe have a strong strategic focus on sustainability, which is integrated into all teaching and research programs, including those related to social and impact entrepreneurship. An explicit focus is on the

circular economy, sustainable development, and SDGs. Policies like the Social Business Initiative support the social enterprise ecosystem and have positively influenced the regulatory and institutional environments for social and impact enterprises in Europe. Additionally, programs like ERASMUS+ support the development of social enterprises through education, capacity building, and cross-cultural exchange of best practices.

Key Recommendations

- The Co-LIFE project provides an interesting opportunity to co-create and mainstream learning on Impact-Focused Entrepreneurship in India by combining best practices in curricula and pedagogy with context-specific requirements on sustainability.
- Partner HEIs from India prioritize education and initiatives that promote business, social, sustainable, and impact entrepreneurship. They offer specific courses as part of their flagship programs, engage with enterprises and organizations for impact and sustainability, and work towards integrating sustainability principles into their curriculum. They have collaborated with local organizations, international universities, and industry partners. This network supports their educational programs, provides real-world case studies, and fosters practical learning and research opportunities.
- The partner HEIs from Europe in the Co-LIFE consortium have entrepreneurship and sustainability at the core of their strategies. Institutions in Belgium, Denmark, and Finland have integrated sustainability into their curricula, focusing on the environment, ethical consumption, circular economy, systems and design thinking, and service design.
- The Curriculum Framework for Impact-Focused Entrepreneurship (IFE) education in India can explicitly focus on sustainability by integrating concerns of people, the planet, and profit.
- Emphasis must be on experiential learning using the Learning by Doing (LbD) and other similar approaches. Relevant tools and frameworks of design thinking and service design can be used to foster requisite entrepreneurial mindsets and competencies for sustainability practice in the real world.
- Live projects and case studies would enable the co-creation of learning materials in collaboration with students, entrepreneurs, and faculty from partner HEIs, using contextually relevant case studies.

Summary Report

Sustainability Landscape for Impact-Focused Entrepreneurship in the European Union and India

1. Introduction

Globally, alongside economic growth and progress, there are growing challenges to the economy, society, and environment. The challenges include increasing inequality, depletion of natural resources, insufficient freshwater, and increased incidence of drought. The World Economic Forum's Global Risk Report 2023¹ has identified the loss in biodiversity and ecosystem collapse as one of the top 10 global risks for the next decade. A disproportionate impact of this crisis is on the most vulnerable communities, leading to growing inequality, poverty, hunger, and serious threats to the survival and stability of contemporary societies in both rich and poor countries. Climate change and sustainable human development are emerging as the core business and development concerns. Cooperation among various stakeholders is mooted as the only way forward to tackle the poly-crisis².

Against this backdrop, the 77th session of the General Assembly of the United Nations, held in December 2022, adopted a resolution emphasizing the pivotal role of entrepreneurship in sustainable development. It acknowledged that entrepreneurship can make significant contributions to sustainable development by "creating jobs, promoting decent work, driving inclusive economic growth and innovation, improving social conditions and addressing economic, social and environmental challenges in the context of the 2030 Agenda."³ It also noted that "entrepreneurs can address sustainable development challenges by developing effective and simple solutions in the areas of utility services, education, health care, hunger eradication, and the environment. Social enterprises, including cooperatives, help alleviate poverty and catalyze social transformation by strengthening the productive capacities of vulnerable groups, including persons with disabilities, and producing goods and services that are accessible to them". Established social enterprises and emerging impact-focused enterprises can play a key role in moving toward a more sustainable future.

The recognition that sustainable, social, and impact entrepreneurship is crucial for sustainable development has increased the focus on building the individual and organizational capabilities to adopt the required mindsets, skills, tools, and behaviors. Studies on entrepreneurial education have confirmed that courses

and programs focusing on sustainability positively improve entrepreneurial knowledge, capabilities, attitudes, outcomes, and performance⁴. In response to this growing emphasis on tackling sustainability issues through entrepreneurship, higher education institutions worldwide have started incorporating sustainability concepts and principles in their entrepreneurship curricula, research, and methods⁵. The endeavor is to equip students with the required competencies to address societal and environmental challenges and foster a generation of entrepreneurs and leaders committed to positive and sustainable change.

However, as the need analysis report⁶ highlighted that the understanding of sustainability and entrepreneurship is not yet uniform or unambiguous among various stakeholders and is still evolving. The concepts vary from social sustainability, environmental sustainability, responsible business, or sustainability, in general, to define businesses with a greater societal impact focus, greater climate action focus, or both. Additionally, the notion of impact-focused entrepreneurship, which can be defined as producing positive societal, economic, and environmental results locally and globally through purposeful economic activity geared toward progressing the UN Sustainable Development Goals (SDGs), is yet to be mainstream in the realm of higher education in India. There is a gap in the availability of institutional support to impact-focused entrepreneurs and a perceived need among key stakeholders in India for access to relevant courses and training programs.

The Co-LIFE project was conceptualized against this backdrop. The idea is to co-create a curriculum integrating Sustainability and Impact-Focused Entrepreneurship that equips the learners with the necessary mindsets and competencies to tackle global challenges and contribute to achieving sustainable development goals. The consortium, which consists of HEIs in India and Europe, seeks to provide the necessary impetus for social, economic, and ecological innovation in India. It aims to co-create learning materials and live case studies on IFE in close collaboration with local organizations, relevant companies, potential beneficiaries, and HEIs (including students as co-developers) to guarantee the relevance of the contents to local needs and incorporation of global best practices. The proposed curriculum framework would seek to integrate the various aspects of people, planet, and profit through distinct learning approaches, innovative pedagogical methods, and necessary technological tools. The outcomes of this project are expected to support mainstreaming both IFE and sustainability in HEIs in India. This, in turn, would help mobilize individuals and institutions and contribute to creating a supportive entrepreneurial ecosystem that includes diverse and engaged students, supportive faculty, mentors, and entrepreneurs committed to sustainability and meeting the agenda 2030.

This landscape report builds on the findings of the need analysis study undertaken to understand the stakeholders' specific needs and challenges within the context of the project and its ecosystem. The needs analysis study underscored the necessity for an educational framework that not only imparts knowledge but also fosters the necessary skills and mindset for sustainable and socially impactful entrepreneurship. The landscape study aims to gain a comprehensive overview of the course, programs, and other IFE interventions, specifically focusing on how sustainability is incorporated into the curriculum and pedagogy of those offered at the European and Indian HEIs in the Co-LIFE consortium. It examines the broader trends, initiatives, and developments in the field. It offers insights into the best practices across partner institutions that can contribute to curriculum development. The aim is to offer insights into the broader ecosystem within which impact-focused entrepreneurship focusing on sustainability would be relevant in India.

Following the introduction, the report is divided into six sections. Section 2 briefly outlines the scope and methodology of the landscape study; sections 3 and 4 summarize the findings on the educational landscape for entrepreneurship and sustainability education in India and Europe, focusing specifically on Belgium, Denmark, and Finland. Section 5 presents the emerging recommendations for designing a new curriculum for impact-focused entrepreneurship.

2. Scope and Methodology

For the purpose of the Co-Life project, Impact Focused Entrepreneurship (IFE) is defined as ventures that aim to integrate profit with purpose. They include for-profit, non-profit, and hybrid organizations that often align their purpose with the seventeen Sustainable Development Goals (SDGs) as put forth by the United Nations, with business models that seek to provide sustainable and scalable solutions to address social and environmental concerns. They are considered vital for emerging economies such as India to expand employment opportunities, fostering equitable growth and sustainable development. Impact-focused entrepreneurs are driven by the desire to tackle grand societal challenges such as poverty, healthcare, climate change, and inequality. Success in impact-focused entrepreneurship is measured by financial performance and impact metrics, including reduced carbon emissions, improved education, enhanced health, and economic empowerment of marginalized groups, demonstrating a holistic approach to value creation. For the Co-LIFE project, we use the term Impact-focused entrepreneurship (IFE) to refer to types of social, sustainable, and ethical enterprises that seek positive societal and environmental impact locally and globally through purposeful

economic activity. Like entrepreneurship, sustainability has multiple meanings and interpretations.

In 1987, the United Nations Brundtland Commission formally defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”⁷ The Johannesburg World Summit in 2002 proposed a three-pillar vision for sustainable development that balanced economic, environmental, and social concerns⁸. This is currently the default framework for understanding sustainability, even though it has now been interpreted in many ways, including sustainable development, sustainable development goals, sustainability as a practice, etc.

In 2013, the World Economic and Social Survey report by the Department of Economic and Social Affairs (DESA) of the United Nations Secretariat stated that Sustainable development is “*inclusive and takes special care of the needs of the poorest and most vulnerable.*” Further strategies for sustainable development “*need to be ambitious, action-oriented and collaborative, and to adapt to different levels of development. They will need to systemically change consumption and production patterns, which might entail, inter alia, significant price corrections, encouraging the preservation of natural endowments, reducing inequality, and strengthening economic governance.*”⁹ In 2015, the United Nations Member States established a detailed framework for achieving the vision of sustainable development by adopting the 2030 Agenda for Sustainable Development. This agenda includes 17 Sustainable Development Goals (SDGs) with ambitious targets encompassing economic growth, social development, and environmental protection¹⁰. These goals reflect the understanding that sustainable development everywhere must integrate the three dimensions of economy, social, and environmental.

Sustainability as a concept can refer to resource scarcity, conservation, environmentalism, and business models, among others, that characterize multifaceted issues of sustainable development¹¹. Concerns related to sustainability are often classified as “wicked problems” because they are complex, ambiguous, intricate, and difficult to understand and solve, as there are multiple stakeholders with differing values and perspectives¹². Therefore, approaches to solving sustainability problems require a specific problem-solving mode encompassing the problem's complexity, ambiguity, and interdisciplinary nature.

In light of the strong need and global emphasis on sustainable development, all kinds of organizations strategically integrate corporate social responsibility (CSR) commitments in their activities and operations. Circular Economy (CE) as a concept has emerged as a promising solution to current sustainability issues, aiming to replace the traditional linear model of production and consumption,

which follows a "take-make-use-dispose" pattern. A circular economy is designed to eliminate waste and enhance sustainability by maximizing resource efficiency and promoting the reuse of materials. It achieves this through practices like sharing, repairing, refurbishing, remanufacturing, and recycling, creating a closed-loop system that minimizes resource use. This approach not only conserves resources but also significantly reduces waste, pollution, and carbon emissions, which are major contributors to climate change¹³. The concept of sustainability reporting discloses environmental, social, and governance (ESG) goals and tracks progress towards them, promoting internal performance monitoring and external transparency and accountability¹⁴. Sustainability and corporate social responsibility (CSR) are generally differentiated based on the "time" it takes to have an impact. CSR is driven by ethics, morality, and norms and focuses on immediate social impacts, while sustainability requires businesses to make long-term trade-offs to ensure equity across generations¹⁵. For this landscape report, all the meanings are considered to have as broad coverage as possible.

The primary objective of this study is to map the sustainability landscape for IFE and glean insights about the broader ecosystem within which a contextually relevant IFE curriculum with a focus on sustainability can be co-created for India. It seeks to provide an overview of the courses, programs, and other interventions related to IFE and sustainability in India and Europe. The study's scope includes examining how sustainability is incorporated into the curriculum and pedagogy of those offered at the partner HEIs of the Co-LIFE project and identifying the best practices and approaches. A secondary literature review was undertaken to map the sustainability landscape for IFE in India and Europe. The literature included journal articles on the state of entrepreneurship education in India and Europe, specific reports, and a scan of the websites of select institutions offering courses on Entrepreneurship and Sustainability in India and Europe. Since the term Impact-focused entrepreneurship is not yet popular or mainstream, literature and reports on social and sustainable entrepreneurship were also considered. The curriculum framework, course outlines, and ecosystem interventions from partner HEIs were also referred to for inspiration and recommendations.

3. Sustainability Landscape for IFE in India

India is an emerging economy with rising living standards and resources available to support progress and vigorous growth rates.¹⁶ However, fast-paced economic and industrial growth has led to an unequal distribution of benefits among various sections of the population. Several disparities still persist between and within different regions and groups of people. Rapid development,

industrialization, and urbanization have also had a huge environmental cost. Over the past few decades, there has been an increase in the number and frequency of natural calamities in India triggered by severe environmental degradation and climate change issues. It is becoming imperative for India to find cleaner and more efficient ways of growing its economy without harming the environment. Interventions to manage waste and control soil, water, and air pollution are some of the social and environmental challenges that need to be addressed. The potential for impact-focused entrepreneurship to address such socio-economic and environmental challenges in India stems from her commitment to achieving the SDGs, the presence of a fairly developed entrepreneurial ecosystem, and the demographic dividend.

The idea of inclusive and sustainable industrial development is an important part of the global development agenda, as outlined by the UNIDO. Given the sheer scale of its industries, India has the opportunity to play a significant role in achieving this goal. The country has announced a target of achieving net zero emissions by 2070 at the 2021 United Nations Climate Change Conference. IEA studies show that transitioning to net-zero carbon can catalyze new industries, create millions of jobs, and drive trillions of dollars of economic value. A recent World Economic Forum estimate suggests that India's decarbonization journey has the potential to create more than 50 million net new jobs and over \$15 trillion in economic value by 2070¹⁷ With an estimated 10 million Indians losing their jobs during the pandemic, investing in ecosystem restoration becomes even more important for sustaining household incomes. Further, large-scale urbanization holds tremendous potential for the growth of impact-focused enterprises that can help manage issues like sustainable infrastructure, waste management, water/sanitation, access to services, eco-friendly products, etc. The substantial potential exists for creating economic value by investing in businesses that integrate people, the planet, and profit.

The presence of a vibrant entrepreneurial ecosystem and an evolving regulatory environment also encourages social and environmentally-conscious enterprises. As per the Global Entrepreneurship Monitor (GEM) Report 2022-23¹⁸, India ranks 7th out of the 49 countries surveyed for perceived opportunities and 6th in terms of ease of doing business. The findings of this report also indicate that most entrepreneurs in India are either motivated by the opportunity to make a difference in the world or to earn a living due to job scarcity. India has the 3rd largest start-up ecosystem in the world, with over 112,718 DPIIT-recognised start-ups¹⁹. The ecosystem is built on several key pillars, including government support, access to capital, a growing talent pool, and availability of mentoring support. Environment, sustainability, and governance (ESG) goals are increasingly prioritized on the investor agenda while institutional investors' interest in renewables grows. The potential to foster IFEs is also indicated by the total early-stage entrepreneurship (TEA) rate, which indicates the growth of entrepreneurship development in the country. In India, the TEA is only about

11.5% in 2022–23, and India ranks 24th among the 49 economies surveyed, indicating the opportunity for educational programs on IFE.

In India, the average age of entrepreneurs is reportedly around 31, making them one of the youngest in the world. In 2018, its active population surpassed its dependent-age population, representing 62% of the country's population. This demographic dividend is likely to remain until 2055. The presence of a young population and the large demographic dividend can be leveraged to fulfill India's ambitious commitments and contributions to the Sustainable Development Goals through IFE.

However, as identified in the need analysis report, there are certain barriers to IFE for sustainability. These arise due to multiple reasons. First, while India has a vibrant ecosystem for business enterprises and a fairly thriving one for social enterprises, IFE is still gaining widespread acceptability. Balancing social impact with financial sustainability requires a mindset change among entrepreneurs. Incorporating sustainability as a purpose and focus requires building further understanding among entrepreneurs. Besides changing mindsets towards environmental responsibility, managing innovation risks, securing funding, and overcoming regulatory hurdles, access to mentorship, knowledge about best practices, and stakeholder awareness are important for fostering IFE for sustainability.

Together, the potential and barriers to IFE in India point to the need for capacity-building and training programs that can help bridge the knowledge and competency gaps, provide institutional support, and generate awareness about IFE with a focus on sustainability.

3.1 Educational Landscape for IFE and Sustainability in India

Education and training are considered crucial in enhancing entrepreneurship by building the requisite skills, competencies, and support, thereby expanding the pool of entrepreneurs. The educational landscape for IFE and sustainability in India consists of vocational training institutes, institutions of higher education, and incubation centers set up by the government, HEIs, and non-profit organizations. According to the All India Survey on Higher Education (AISHE) 2020-21, India has a total of 1,113 Universities / university-like institutions, 43,796 Colleges, and 11,296 Standalone Institutions. A growing number of academic institutions in India have started academic courses on social entrepreneurship, either as full-fledged postgraduate or diploma programs offered in physical, online, or hybrid formats.

The Ministry of Skill Development and Entrepreneurship (MSDE), Government of India promotes multiple schemes and organizations to serve the agenda of skill development and entrepreneurship development. These include Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK),

National Skill Development Corporation(NSDC), National Council for Vocational Education and Training(NCVET), Jan Shikshan Sansthan(JSS), National Institute for Entrepreneurship & Small Business Development(NIESBUD), Indian Institute of Entrepreneurship (IIE), and Directorate General of Training (DGT). However, there are still several challenges in India's skilling and entrepreneurship landscape, including a lack of coordination among programs spread across more than 20 different departments, shortage of trainers, demand-supply mismatches in skills, outdated curricula, non-inclusion of entrepreneurship in the formal education system and inadequate impetus to innovation-driven entrepreneurship. Additionally, there are mobility barriers, gender disparities, lack of mentorship, and inadequate access to finance for start-ups. The key takeaway is that skilling and entrepreneurship are disjointed from each other, and neither has any anchoring in the reality of the actual field. In the National Expert Survey conducted by the Global Entrepreneurship Monitor in 2022-23, experts recommend that the Indian government should focus on creating sounder learning opportunities and developing human resource infrastructure for the growth of young entrepreneurs. The experts also recommended that capacity-building programs should be improved and developed in a structured form to construct a more advantageous circumstance to create and expand the enterprise.

The idea of IFE is not yet mainstream in India at the postgraduate level in HEIs. The study, therefore, looked at select institutions that support business/ social enterprises and examined the extent to which they focus on sustainability. The Tata Institute of Social Sciences in Mumbai, India, pioneered an innovative Masters Programme in Social Entrepreneurship in 2007.²⁰ The program uses a hands-on and fieldwork-rich pedagogy based on effectuation theory to build competency in entrepreneurship and address the most pressing social issues in the communities. The main objective of this program is to train a cadre of entrepreneurs who can creatively create employment, assets, and wealth for the poor. They are expected to take responsibility for addressing problems in innovative ways and filling the gaps created by the withdrawal of states and market failures to meet the needs of rural India and its marginalized communities.

Other universities and accredited institutions currently offer a one-year diploma or two-year postgraduate degree in business/social entrepreneurship (See Appendix A). Short-term executive development programs are also offered by India's premier management institutions. The programs/ courses on social entrepreneurship focus on solving wicked problems, sometimes explicitly aligning with the SDGs. Some of the business entrepreneurship programs and courses mention sustainability as one of the taught topics. The curriculum and pedagogy of training and capacity building vary widely, often depending on the purpose of the institution offering and its target learners. However, the curriculum uses various teaching methods, including traditional lectures, class

discussions, simulations and workshops, case studies, immersive field visits, and projects. These projects often involve interviewing or shadowing entrepreneurs and developing business plans for social enterprises. The content generally includes assessing entrepreneurial opportunities, idea implementation, business development, and management strategies. The incubation centers at many HEIs do support social/sustainable/impact entrepreneurship. Some institutes also make guest lecturers delivered from industry or business houses for practical insights and mentorship for students or budding entrepreneurs. While most programs focus on action-based learning or experiential learning for the students, very little is being said about measuring the impact of the ventures or their social/environmental sustainability.

The availability of programs and courses on sustainability is even lower in India. The integration of sustainability in the taught courses, including those related to entrepreneurship, of leading Indian business schools is limited to a couple of core courses or electives on the broad areas of sustainability (see Appendix B). Although, with the growing recognition that future business viability hinges on integrating sustainability principles and practices, several Indian HEIs have begun offering specialized programs to educate future managers and entrepreneurs on the dynamic and interconnected nature of sustainability challenges. These programs aim to develop integrated, holistic solutions, equipping students with the skills and knowledge needed to navigate and address the complex sustainability issues that modern businesses face. Certain HEIs are helping social and sustainable entrepreneurs turn their ideas into successful ventures through collaboration, mentoring, funding, and a supportive environment. However, a uniform approach to incorporating sustainability in entrepreneurship education across all academic disciplines is still emerging. Also, the fact that it is mostly offered as an elective course or specialized program²¹ This shows that entrepreneurship still has a long way to go in terms of earning the status of a preferred course among management students in India.

3.2 Social Enterprise Incubation in India

According to a recent report by Global Entrepreneurship Monitor, India ranks 4th among 51 countries in having a quality entrepreneurship ecosystem²². This reflects the country's consistent improvement in the business environment over time. The huge potential of social enterprises in India to impact multiple sectors across the country, especially in reducing poverty and inequality, has captured the interest of the government, HEIs, funders, and investors looking to accelerate change. In recent years, many HEIs in India have started incubation programs to foster entrepreneurial ecosystems by providing startup capital, resources, investor connections, networking, and mentorship opportunities for students and

entrepreneurs (See Appendix C). A number of them support social, sustainable, and impactful entrepreneurship.

Further, over the past two decades, there has been a proliferation of 'impact investment' funds supported by donor agencies, philanthropic organizations, corporations, private investors, and governments. These funds typically target investments in high-growth ventures capable of delivering financial returns, sometimes at market rates, alongside tangible social impact. Recent data on impact investing within India's social sector underscores a robust and expanding interest in this realm. According to the Impact Investors Council's "2022 in Retrospect" report, approximately 400 enterprises focusing on impact raised approximately \$6 billion in 2022. Despite a global slowdown, India's impact investing showed resilience, especially in early-stage transactions and innovative sectors like climate tech.

The number and range of social incubators have also grown rapidly in India over the last decade (See Table 1). They support social enterprises and social purpose organizations in India that work in areas like health, education, gender, or livelihoods. They help both social and micro-entrepreneurs overcome diverse challenges like infrastructure limitations, social barriers, and skill gaps²³. Although this indicates positive progress and momentum in social entrepreneurship, significant obstacles to social innovation remain. Entrepreneurial models need to address issues of affordability, awareness, and behavioral change²⁴. Besides financial aid, support for holistic incubation, mentoring, and acceleration programs is essential. Notable incubation programs in India include the following²⁵:

Table 1: Select Social Incubators in India

Sl. No.	Organisation	Description
1	Action for India ²⁶	Since 2012, this organization is helping social entrepreneurs gain access to technology, mentorship, investors, government agencies, local partners, and business development support. They run the annual Silicon Valley Challenge, offering winners a chance to engage with leaders in technology and business in Silicon Valley, California. Their mission is to create 25 Impact Unicorns by the year 2025, by identifying and helping scale at least 25 Social Enterprises, each with the potential to positively impact at least a million lives with sustainable revenues over a 5-year period.
2	Deshpande Foundation ²⁷	The oldest running, since 1996, with a focus on nurturing innovation and entrepreneurship, this foundation creates an ecosystem that supports sustainable and scalable enterprises with long-term social and economic impact.

3	StartUp! ²⁸	Founded in 2013, this organisation serves as an incubator, accelerator, and leadership springboard for social entrepreneurs who are committed to addressing pressing challenges in society with innovative solutions. It provides these changemakers with the necessary tools, resources, and support to scale their impact and ensure sustainability.
4	Transforming India Initiative ²⁹	Launched in 2016, this initiative aims to empower the nation's youth by providing comprehensive programs to equip them with essential skills and knowledge. It is dedicated to fostering a generation of change-makers capable of impacting India's socio-economic landscape. They provide a 2-year Social Entrepreneurship Program and a 13-month long Reimagine Responsible Enterprises Fellowship for young individuals who want to start their own ventures in the development sector.
5	UnLtd India ³⁰	Founded in 2007, this organization supports social entrepreneurs from the inception to the graduation of their enterprise. They offer both financial and non-financial support, focusing on the entrepreneur's ability to deliver results and the potential social impact of the project.
6	Villgro ³¹	Founded in 2001, this organisation had been helping inventors, and innovators working with under-served communities, commercialize and scale faster, for over two decades now. They provide financial and technical services, portfolio management support, training on building a gender inclusive business, impact measurement and innovative financing solutions.

These organizations are integral to the growth and success of social enterprises in India, each playing a unique role in the ecosystem. India's national social enterprise landscape is becoming more diverse and vibrant, particularly compared to most other developing countries. These incubators are just a few examples of the many initiatives that are supporting social entrepreneurs in India to transform lives and communities, including networks (like the National Association of Social Enterprises), funders and impact investors (like Aavishkaar) and conferences (such as the Global Sankalp Summit).

3.3 Entrepreneurship and Sustainability Focus of Partner HEIs in India

The Indian HEIs bring a wealth of experience in developing and implementing academic courses in the field of Social and Sustainable Entrepreneurship. They have established networks with local organizations and companies, which can support the pedagogical network and provide authentic real-life cases for co-creating the curriculum.

The ARCH College of Design & Business (ARCH) located in the northern part of India in Jaipur imparts specialized education in Design and Business. Its objective is to nurture an entrepreneurial culture from ideation to the commercial production of innovative products and services.

- The INNOVATION Lab at ARCH offers equipped labs for design, research, fabrication, and prototype production across various disciplines, including Gemology, Terracotta, Weaving, Dyeing, Leather Working, Wood Working, Jewelry, Metal Working, 3D Scanning/Printing, Laser Cutting, CAD, and more. It features high-speed Wi-Fi, LAN, digital tools, prototyping tools, workshop machines, hand power tools, a photography studio, CAD Labs, an Apple Mac Lab, and a Resource Centre with an extensive E-library.
- It focuses on creative entrepreneurship, providing mentoring and networking for professional opportunities at ARCH Design Business Incubator (hubIN).
- The ARCH Accelerator Programme aims to identify, build, accelerate, and showcase start-ups within the institution through an 8-week program featuring workshops on Design Thinking, Lean Model Canvas, Go-to-Market Strategy, Financial Modelling, Customer Validation, MVP Development, and Technology Best Practices, culminating in a Pitching Event.
- ARCH's E-Cell is dedicated to fostering entrepreneurship among students from diverse courses, nurturing leadership qualities through innovative and ethical business practices for global impact. Its activities include Speaker Series, Annual Business Plan Competitions, Startup Bootcamps, Hackathons, Networking, and Mentoring Sessions, offering benefits such as networking and placement/internship opportunities, development of organizing, team building, marketing, soft skills, and extensive learning opportunities.

Goa Institute of Management (GIM) is actively involved in various ways to create a socially sustainable impact on communities in and around Goa. The college provides a selection of sustainability-focused courses available to students of various academic programs. Post Graduate Program students can enroll in courses like Business Ethics, Social Responsibility and Action, Marketing for Social Change, and Green Supply Chain Management. Meanwhile, Banking Insurance Financial Services (BIFS) students have access to courses such as Social Responsibility and Action, Sustainable Finance, and Social Marketing and Engineering. **The Centre for Excellence in Sustainable Development (CESD)** was formed in July 2018 to contribute to GIM's quest for environmental sustainability. CESD engages in a variety of sustainability initiatives. These initiatives range from activities and campaigns targeted at reducing the carbon footprint of GIM to developing a culture that promotes sustainability to those that target larger audiences, such as the Sustainability Hackathon, Green Industries Goa

Campaign, and more. Various sustainability initiatives undertaken by the center include:

- **Sustainability Horizon:** CESD's quarterly newsletter collates contributions from students, academicians, and practitioners in the field of environmental sustainability.
- **Faculty Development Programmes (FDP):** The event featured a keynote address delivered by Professor Jeffrey Sachs, University Professor and Director of the Centre for Sustainable Development at Columbia University. Followed by a panel discussion, featuring industry and academia experts. Additionally, a one-day workshop exclusively tailored for the faculty of GIM was conducted by Professor PD Jose from IIM Bangalore.
- **Biodiversity Documentation Projects:** The objective of the project was to document and further manage the faunal biodiversity of the GIM campus. The documentation process was undertaken from 2021 to 2023, and the biodiversity faunal report was released in April 2024. In addition, a Sustainability Interactive Hotspot Mapping project was developed that provided an informative view of the sustainability initiatives and biodiversity hotspots virtually through an interactive map.
- **Sustainability Report:** Two issues of the GIM sustainability Report have been released so far. This report addresses GIM's environmental, social, and governance (ESG) aspects, is based on the GRI framework, and is also mapped with the SDGs.

The student engagement programs at GIM bring together teams of students and professionals from various disciplines to work on real-world sustainability challenges. Student Workshops and Campaigns are organized to promote environmental consciousness, awareness and action within and outside campus. Some of these include:

- **Sustainability Hackathon:** This event brings together teams of students and professionals from various disciplines to work on real-world sustainability challenges.
- **Student Workshops:** CESD hosted a student workshop centered around exploring career prospects within the realm of sustainability.
- **Campaigns:** "No more use-and-throw at GIM" Campaign was conceptualised to reduce the use of disposable use-and-throw items on the campus.
- **Green Industries Goa Campaign:** Students interacting with industrial estate presidents and MSME owners attempted to understand the sustainability initiatives of MSMEs in the state of Goa.

One of the major contributions of GIM has been its "GiveGoa" initiative. Through this initiative, every year for the past 10 years, first-year students work

closely with the NGOs, Government departments, and Company CSR activities for twenty Thursdays to help create an impact on the disadvantaged communities in the state of Goa. Over the last 10 years, students have worked on more than 400 projects related to 11 Sustainable Development Goals as defined by the United Nations.

École Intuit Lab (EIL) founded in the early 2000s, is a private institution dedicated to design and visual communication. The founders, a group of industry professionals and educators, recognized the need for a curriculum that was not only rooted in fundamental artistic skills but also deeply integrated with digital technology and contemporary practices. The school was established with the vision of bridging the gap between traditional art education and the evolving demands of the modern design industry. École Intuit Lab seeks to create an environment where creativity and innovation flourish, guided by the principles of intuition, collaboration, and practical learning. The institution aims to prepare students for the challenges of a rapidly changing industry by offering a hands-on, project-based learning experience that emphasizes creative problem-solving, critical thinking, and interdisciplinary collaboration. École Intuit Lab's educational philosophy is founded on the belief that design education should be holistic, student-centered, and reflective of real-world challenges. Key components of this philosophy include:

- A. Intuition and Creativity:** EIL believes in the power of intuition as a driving force in the creative process. The curriculum encourages students to explore and trust their instincts while developing a strong foundation in design principles and techniques.
- B. Interdisciplinary Approach:** EIL promotes an interdisciplinary approach to learning, acknowledging the increasingly interconnected nature of the design disciplines. This allows students to blend ideas from various fields, fostering innovative solutions and broadening their creative horizons.
- C. Industry Relevance:** It is crucial to keep pace with the rapidly evolving design industry. EIL ensures that the programs are aligned with current trends and technologies, preparing students to meet the demands of a dynamic professional environment.
- D. Collaboration and Diversity:** Collaboration is at the heart of creative innovation. EIL cultivates a culture of teamwork and mutual respect, valuing the diverse perspectives and backgrounds of its international student body. This global outlook enhances creativity and prepares students for the culturally diverse nature of the design industry.
- E. Practical Learning:** Through studio-based projects, internships, and collaborations with industry partners, students gain hands-on experience that complements their academic studies. This practical approach ensures that they are not only thinkers and innovators but also capable practitioners ready to contribute to their fields.

F. Sustainable and Ethical Design: EIL is re committed to educating responsible designers who understand the impact of their work on society and the environment. Ethical considerations and sustainable practices are integrated into our curriculum to promote thoughtful, responsible design

École Intuit Lab has established itself as a hub for nurturing entrepreneurial talent. The curriculum fosters creative thinking and strategic problem-solving, essential skills for budding entrepreneurs. The school emphasizes real-world applications, offering students opportunities to work on live projects, internships, and collaborations with industry professionals. This hands-on experience equips students with the practical knowledge and confidence to launch their own ventures.

A. Projects and Initiatives: Students participate in projects that address real-world challenges related to sustainability. These projects sometimes involve partnerships with NGOs, businesses, and community organizations, providing practical experience in creating solutions that benefit society and the environment.

B. Industry Collaboration: By collaborating with industry leaders and experts, École Intuit Lab ensures that students are exposed to the latest trends and practices in contemporary design. Workshops, seminars, and guest lectures by professionals in the field further enrich the learning experience.

C. Global Network: The school's vast international network allows students to engage in global exchanges and internships, broadening their perspectives on design practices. This global exposure helps students understand diverse cultural approaches to sustainability and apply these insights to their work.

ISDM (Indian School of Development Management)

Established in 2016, ISDM is a pioneering institution in India that seeks to reimagine existing management paradigms, principles, frameworks, and tools for a just, equitable, and sustainable world. It's vision is to create a vibrant and catalytic ecosystem for Development Management and Leadership by transcending the exclusive silos of 'development perspectives' and 'management principles.' The endeavour is to build the domain of Development Management as a body of knowledge and field of practice through the collective wisdom and experiences of individuals (sector professionals, & practitioners), and institutions (social purpose organizations, civil society, government, and academia). ISDM vision is to catalyse the ecosystem for Development Management by working on three pillars of Talent, Knowledge and Organisations:

- **Nurturing Talent:** ISDM believes that professional and contextual development management talent for the social sector will have a catalytic impact on delivering sustainable, systemic socio-economic-ecological impact at scale. Hence, there is a need to attract and develop the best talent available to solve management challenges facing the sector. Its flagship Post Graduate Programme in Development Management (PGP-DM) seeks to develop a cadre of authentic development management professionals with the knowledge, attitude, skills, and tools to build, lead, and manage Social Purpose Organizations for sustainable social impact at scale. The program equips students with the fundamentals of management woven with the contextual realities of the development sector, interspersed with learnings from the field and practitioner-led experiences. The core curriculum covers a mix of development and management courses seeking to build perspectives on society and development, understanding the development ecosystem, designing interventions, sustainability, scaling, and understanding organizations and functional areas of management. Eminent speakers are invited for live sessions around the year to help students pause, reflect, and learn. A two-week rural immersion in a district enables students to engage with ground realities from multiple perspectives. Along with the courses, students also engage in workshops and courses on Personal Mastery for Development Leadership, Group Dynamics, and Writing in the Discipline. A unique offering at ISDM is Context-Based Collaborative Learning (CBCL), where experienced bricoleurs interact with students on a one-to-one basis and in groups, discussing their individual learning journeys and key development lenses to differentiate management for the social sector, such as collaboration, equity, and social justice. The year-long learning and experiences come together in the final term as a capstone project on Scale and Sustainability.
- **The Global Knowledge Hub** at ISDM is actively engaged in creating, disseminating, and institutionalizing contextual knowledge around development management, social purpose organizations (SPOs), networks, and platforms. It seeks to create credible and accessible knowledge resources, provides a vibrant space for leading social sector thought leaders, practitioners, and academics to come together, and enables knowledge platforms, dialogues, networks, partnerships, and collaboration. It has three centers of excellence: philanthropy for inclusive development, data science for social impact, and innovative finance and social impact. It also anchors an online data platform to host and disseminate SDG data, to enable a deeper understanding of the sector and provide valuable insights for planning and decision making the project.

- The vertical on **strategic capacity building** focuses on executive programs and organizational development interventions. These interventions focus on the capacity development of institutions and individuals by bridging the gap between knowledge and development management practices to enable sustainable impact at scale. The focus areas include building functional, behavioural, and domain-related foundational capabilities, supporting responsive governance and accountability structures, and building capacity for Sustainability, and Institutional Resilience.

4. Sustainability Landscape for IFE in the European Union

The European Union (EU) is a beacon of sustainable practices and innovation. The EU's commitment to sustainability extends across various sectors, including education, business, and technology. Regulations such as the EU Green Deal³² provide a conducive environment for businesses having social and environmental missions. With a growing emphasis on social and environmental responsibility, impact-focused entrepreneurship has become integral to the EU's business ecosystem, and several initiatives provide legal, educational, and institutional support to socially responsible ventures across the EU member states. The commitment to fostering impact-focused enterprises at a global level is supported by several European network organizations and other international bodies such as the OECD and instruments like ERASMUS+.

In 2011, the European Commission launched The Social Business Initiative³³ (SBI) which established an EU level action plan with concrete measures to establish a favourable environment for social enterprises (SE). The SBI defined a social business/social enterprise as an undertaking *"whose primary objective is to achieve social impact rather than generating profit for owners and shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers, and stakeholders affected by its commercial activities."*³⁴

In 2020, a report on the impact of the SBI³⁵ over the development of social enterprises/social economy and their operating environments at national and EU levels, was published. The results showed that the SBI and its follow-up activities affected the regulatory and institutional operating environments of social enterprises/social economy positively. It primarily helped to increase the visibility, recognition and understanding of social enterprises. The SBI impact analysis recommended several follow-up initiatives to fully exploit the potential

of impact-focused enterprises. Some of the recommendations also hold relevance for the development of a curriculum for IFE:

a. Need for promoting a consistent framework of concepts and connections:

One of the biggest challenges facing the social enterprise ecosystem's continued expansion has been a lack of clarity in concepts and terminology, which has resulted in inadequate legal frameworks. Furthermore, it's important to link the social economy with other policy areas, such as digital advancements, transitioning to more sustainable practices, and promoting circular economies, ensuring a fair transition to a society that's environmentally friendly and climate-neutral, including in our food systems.

b. Applying an eco-system perspective:

It's crucial to understand the complex interconnections between vulnerabilities and solutions to foster the growth of social enterprises and the social economy, rather than solely relying on isolated efforts. For example, enhancing access to financial resources requires more than just the presence of funds; it also involves improving local access to specific financial products, enhancing the understanding and management of the social economy within financial institutions, and building managerial skills within social economy organizations. Promoting research, education, training, awareness campaigns, and knowledge exchange through the sharing of best practices can facilitate this process.

c. Stimulating capacity building, education, and training:

The SBI analysis highlighted that one of the primary barriers to the social economy's continued growth is a shortage of skills and capacities. This encompasses not just the abilities and capabilities found in social businesses and other organizations involved in the social economy, but also those found in government agencies, financial institutions, support agencies, financial intermediary organizations, and even training and educational establishments. To prepare for jobs and professions in social economy organizations, more and better formal education and training programs are required.

d. Advocating the benefits of social impact measurement & management:

Impact-focused investments are becoming more and more important as environmental, social, and governance (ESG) dimensions are considered in both public and commercial decision-making. Due to this, there is a strong push to develop tools and methodologies to measure and manage social and environmental impact. Social impact measurement facilitates more informed access to the markets for social economy organizations as well as at the level of investment funds. Therefore, among pertinent stakeholders, there is a need to enhance awareness and communication about social impact measurement and social reporting.

e. Communicate and disseminate opportunities and challenges of digitization:

Digitization naturally leads to new business models and new types of services and products that require the workforce to have the necessary skills. As a result, new job profiles will certainly emerge. While this may ultimately free up important resources, in the interim, it will put pressure on smaller social economy organizations. Enabling social economy organizations, particularly smaller ones, to make use of the advantages of digitalization will be difficult. Ideas and priorities for funding, applications, technical assistance, and digital skill training will need to be developed.

Clearly, there is much to gain from the efforts made in Europe to support and develop the social economy. Many European countries are seen by many as examples, because of their push to develop the focus on sustainable business and entrepreneurship training, among other things³⁶.

4.1 Educational Landscape for IFE and Sustainability in EU

There is a vast array of academic approaches to entrepreneurship across the globe. European research and academic literature are guided by a broader definition of entrepreneurship, according to which, entrepreneurship is about developing an entrepreneurial mindset and life skills³⁷ of individuals. Against the backdrop of this broader notion of the entrepreneurial perspective, entrepreneurial education may include any subject area and need not be restricted to business programs. Additionally, pedagogy in the field of entrepreneurship education has evolved over time from traditional teacher-directed instructional approaches to learner-centric experiential approaches. Collaborations with industries are mooted to emphasize practical applications of knowledge.

Europe is actively promoting sustainability education, integrating it into formal learning, and emphasizing the green transition. Business schools across Europe increasingly focus on sustainability, circular economy, and social innovation. Institutions across EU countries have also embraced impact-focused entrepreneurship education, integrating sustainability into their business and design curricula. For instance, Aalto University in Finland offers the Aalto Ventures Program, integrating design thinking and entrepreneurship into its curriculum. Collaborative initiatives like the European Institute of Innovation and Technology (EIT) provide a platform for cross-disciplinary education and industry collaboration. The definition proposed by the Danish Foundation for Entrepreneurship & Young Enterprise that considers "Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social", alludes to its variation as IFE.

The European Union (EU) and its Member States have identified the development of entrepreneurial capacity as a crucial policy objective. Almost a decade ago, EU identified entrepreneurial capacity as one of the eight key competencies necessary for a knowledge-based society³⁸. Recognizing this, the Directorate-General for Employment, Social Affairs, and Inclusion, and the Joint Research Centre of the European Commission jointly developed the EntreComp framework³⁹. This framework offers a unified definition of entrepreneurship as a competence, aiming to foster consensus among stakeholders and bridge the gap between education and employment domains. The framework delineates three interconnected competence areas: 'Ideas and Opportunities,' 'Resources,' and 'Into Action.' Each of these areas comprises five competencies, collectively serving as the foundational elements of entrepreneurship as a competence. This framework serves as a fundamental tool for crafting curricula and designing learning activities that cultivate entrepreneurial competences. Moreover, it provides parameters for evaluating learners' and citizens' entrepreneurial capabilities.

Entrepreneurship training is delivered through various formats in European institutions and serves different purposes. The different types of training schemes for inclusive and social entrepreneurship include⁴⁰:

- One-to-many formats: These include classroom training, workshops, masterclasses, and boot camps, where an expert trainer delivers materials to a group of participants in person or online.
- One-to-one formats: These include coaching, mentoring, and business consultancy, where a facilitator provides tailored support to an individual entrepreneur or social entrepreneur.
- Peer learning formats: These include peer coaching, action learning sets, and communities of practice, where participants learn from each other's experiences and feedback.
- Online learning formats: These include e-learning courses, webinars, podcasts and online platforms, where participants access digital content and interact with trainers and peers remotely.
- Integrated formats: These include incubators, accelerators, and hubs, where participants receive a combination of training, mentoring, networking, and access to resources.

The Co-LIFE project consortium aims to capitalize on the knowledge and best practices developed by European institutions and make them relevant for entrepreneurship and sustainable development in India. The project consortium includes HEIs of Europe from Belgium, Denmark, and Finland as partners to co-create the IFE curriculum. The following sections summarize the current approaches to education in entrepreneurship and sustainability in European HEIs that are of significance to designing a curriculum on IFE in India.

4.2 Entrepreneurship and Sustainability Focus of Partner HEIs in EU

Belgium

Entrepreneurship education in Belgium is recognized as a vital component of economic growth and innovation. Initiatives like the Vlerick Entrepreneurship Academy⁴¹ Aim to strengthen the entrepreneurial ecosystem by providing focused programs that help entrepreneurs at all stages overcome growth challenges. Moreover, entrepreneurship is integrated into MBA, master's, and executive education programs, with a Master's in Innovation and Entrepreneurship being offered. Following are some of the key programs offered in Belgium in the domain of Social Entrepreneurship by various HEIs:

Table 2: Select Programs in Social Entrepreneurship in Belgium

Institute	Course	Duration	Pedagogy
Howest Hogeschool Kortrijk ⁴²	Bachelor Social Entrepreneur	Three years (elective course of the professional bachelor's Network Economics that you can choose in the fourth semester.)	classroom teaching and experiential learning, (international) speakers and guest professors, company visits, inspirational trips or workplace experiences
Antwerp Management School ⁴³	M.A. Master in Management - Sustainable Innovation & Entrepreneurship	Academic masters of 2 years	company lectures, study trips, design thinking, planning, upscaling exercises, in-company venture-building project, or own start-up
Vives Hogeschool ⁴⁴	Interdisciplinary Trajectory Social Entrepreneurship	Specialization trajectory of 30 credits	class lectures, guest speakers from social enterprises and innovators, experiential learning, design thinking, group, booth camp
University of Antwerp ⁴⁵	BA/MA Social and Economical Sciences	Academic bachelors/ Masters of 3/1 years	Lectures, Practice sessions Seminars/Tutorials, assignments

Thomas More University in Belgium also offers a range of innovative entrepreneurship programs designed to equip students with practical skills and real-world experiences. Various bachelor's and postgraduate courses include subjects that train students' social entrepreneurship skills. Next to that, Thomas More University of Applied Sciences offers inter-program elective subjects that can be taken up as elective programs, such as the following:

Table 3: Select Electives Offered in Belgium

Name of the subject	Goals	Duration	Pedagogy
Startup Bootcamp International (Africa) ⁴⁶	Personal and professional growth, open-mindedness, understanding of international ecosystems, intercultural collaboration, African entrepreneurship insights	3 credits Inter-programme Elective	Assignments, discussions, study visits, lectures.
Tackling Global Challenges (COIL) ⁴⁷	Personal growth, new world-changing insights, ecosystem description, intercultural relationship insights.	3 credits compulsory course	COIL= collaborative online international learning
VirCamp: Social & Impact Entrepreneurship in an International Perspective ⁴⁸	Knowledge: Entrepreneurship, social innovation, research methods, international social policy. Skills: Critical thinking, intercultural competence, problem identification, networking. Competences: Respectful cooperation, intercultural awareness, reflective learning.	10 credits Inter-programme elective, intensive one-semester workshop	case studies, virtual classrooms with international peers, ikigai, business modelling, design thinking
Professional Development and Design Management Master Classes in the Postgraduate in Space and Service Design Programme	Competences: Space and Service Design process application, stakeholder analysis, service system evaluation, interdisciplinary communication.	5 credits	Master classes, workshops, for sharing valuable insights and business-practices related to sustainable entrepreneurship in the field of service design

The design courses of **Thomas More** have more than 20 years of experience in initiating and organizing intensive international workshop weeks that address societal challenges. The **International Postgraduate in the Design of Services and Service Environments**⁴⁹ is a 1-year, full-time, or 2-year, part-time program focused on educating designers who design not only the services but also the spaces, objects, and communication system that make the service system work. The program aims to impart 21st-century skills focusing on understanding the users' needs, co-creation with communities, developing a digital perspective, creating evidence-based and context-based solutions, teamwork and team leading, prototyping and testing, strategic thinking, and working with constraints.

Students here collaborate in multidisciplinary teams to tackle real-world social design challenges, working directly with actual clients and end-users. The educational approach emphasizes "Learning Through Space and Service Design Development," fostering hands-on learning and practical experience in addressing complex societal issues. They expand their professional network with weekly Master Classes from industry experts, network events, and work experiences. It imparts design skills for forward-thinking, inclusive solutions to tackle today's social, cultural, and economic challenges. The UN Sustainable Development Goals are the red thread throughout the program. Next to the subjects in various courses related to impactful entrepreneurship, the International Postgraduate in Space and Service Design and the Research Unit at Thomas More developed the Space and Service Design Toolkit in 2021/24, which focuses on simultaneously addressing service design and service environment design in the field of service design methodology. Design thinking methodology forms the basis for the toolkit.

Thomas More also has a strong commitment to sustainability, which is evident in their strategies and initiatives:

- **Centre of Expertise for Sustainable Business and Digital Innovation:** This center focuses on practice-based research and collaboration with businesses, government, and education sectors to drive insights and solutions in sustainable business and digital innovation.
- **Multidisciplinary Approach:** The university employs a multidisciplinary team to tackle projects and challenges from various perspectives, including the user (customer, consumer, or employee), business (implementation, business models, strategy), data (evidence-based methods), and technology (including XR and generative AI).
- **Support for SMEs and Organizations:** Thomas More provides tools to support small and medium-sized enterprises (SMEs), organizations, and government institutions to integrate new digital technologies, communicate effectively, promote the transition to circular business, and become data-driven.
- **Sustainable Innovation:** The university works on innovation sustainably, ensuring that knowledge sharing, continuous improvement, and implementation of best practices create positive, measurable change in the world.

Aarhus University (AU BTECH), Denmark and Thomas More University of Applied Sciences, Belgium have collaborated in projects before and now aim to deepen educational collaboration. They both belong to Nordbiz, which is a network of Nordic and Baltic countries. The network emphasises a common historical cultural background and the same values of human rights, democracy, and business ethics. The network organises joint Intensive Weeks for

students on e.g. social entrepreneurship and new business concepts regarding Circular Economy. They have also jointly implemented JDMD – Joint Degree in Media Development Engineering, sponsored by the EU.

Denmark

Denmark offers several courses and programs that focus on **entrepreneurship** and **innovative solutions**. The Master of Science (MSc) in Technology Entrepreneurship at DTU⁵⁰ (Technical University of Denmark) provides a unique opportunity to build entrepreneurial skills and work in diverse teams, applying technology to benefit people, society, and the world. Students from varied backgrounds collaborate to create solutions that make a difference. The curriculum combines academic learning with hands-on training, mentoring, and real-world start-up ideas. Other institutions like the Copenhagen School of Entrepreneurship (CSE)⁵¹, affiliated with Copenhagen Business School (CBS), offer incubator and accelerator programs. Students can join the incubator, accelerator, or entrepreneurship education programs to develop breakthrough solutions. Students use methods like Lean Startup, Business Model Canvas, Design Thinking, and Customer Journey Mapping to identify problems and create solutions.⁵² CSE fosters an international community of business practitioners, academics, and young entrepreneurs. Aalborg University in Denmark University of Southern Denmark (SDU) also offers entrepreneurship-related programs. Students can explore courses and initiatives that promote innovation and entrepreneurial thinking.

Specifically, **Aarhus University in Denmark offers** an inspiring educational and research environment for 36,500 students and 11,000 employees. They focus on turning ideas and research into commercial reality, solving real-world problems. Their initiatives include incubators, training, tailored advice, and support for research commercialization. Special programs in business modeling and commercial thinking equip graduates and young researchers with essential skills for 21st-century careers as entrepreneurs or future employees. Aarhus is a vibrant hub for aspiring entrepreneurs, offering a blend of education, research, and practical experience. It emphasizes innovation and entrepreneurship through various initiatives⁵³ that foster innovation, encourage creativity, and prepare students for entrepreneurial endeavors:

- **Startup Hubs:** These include “The Kitchen” (for students and researchers), “Business Factory” (student incubator at Aarhus BSS Herning), and “AU Entrepreneurs” (dual career counseling for combining entrepreneurship and academic studies).
- **Disciplinary Labs:** Examples include “Hatch IT Lab” (for IT students) and “ORBIT Lab” (technology lab for AU Engineering and Computer Science).

- **Food eHub:** Focused on startup activities in agriculture and food innovation.
- **Startup Factory:** Student incubator at AU Engineering.

AU-BTECH offers students, teaching staff, and researchers access to the:

- a. Concept Development Lab (for business modelling and prototyping),
- b. DIGI Lab (micro factory testbed and playground),
- c. Production Lab (for testing and designing global and sustainable production networks),
- d. PROTO Lab (digital technology makers community place), and the
- e. xR2 Lab (focused on the role of virtual, augmented and mixed reality in training, education and robotics).

Master's Degree in Innovation Management and Entrepreneurship⁵⁴ Aarhus University provides learners with the competencies and skills to take up managerial positions in large companies, consulting firms, and start-ups. The course aims to help students develop a comprehensive strategic outlook and understanding of the roles of technology, innovation, and entrepreneurship in today's business world. It combines theoretical knowledge and practical problem-solving, including using Generative AI for innovation. The Aarhus University also offers the University Pedagogical Programme⁵⁵ for assistant professors and postdocs. This program focuses on developing practical teaching skills and fostering a scholarly approach to teaching. The program aligns with Danish Universities' common framework for advancing university pedagogy.

The AU-BTECH department emphasizes research and educational excellence, strongly committed to interdisciplinary collaboration and sustainability. It offers four undergraduate and two graduate study programs, a PhD program, and two part-time study options, all within the fields of business engineering, business economics, and management. These programs are designed to foster interaction across professional boundaries and promote close engagement with students and the surrounding business community. With a focus on sustainability, all study programs incorporate innovative approaches and maintain an international perspective, preparing students to address global challenges through sustainable practices and collaborative efforts.

With teaching initiatives that put sustainability first and teach new generations how to devise and develop solutions that benefit society, Aarhus University (AU) exhibits its commitment to sustainable development in Denmark and globally.⁵⁶ AU researchers across faculties are working on sustainable solutions, including sustainable constructions, food, and CO2 capture. All AU students have opportunities to study sustainability, with courses designed to address major societal challenges. AU aims for climate neutrality by 2040 and

implements green initiatives like vegetarian meals and a green travel policy. The university makes efforts to engage both students and employees in creating a greener campus through various initiatives and networks

Finland

Finland consistently ranks high in almost all assessments on global education. It remains one of the most innovation-oriented and entrepreneurial nations worldwide, alongside countries like Singapore and Israel⁵⁷. Entrepreneurship education (EE) in Finnish higher education institutions (HEIs) has been a dynamic force, nurturing a culture of innovation and business acumen. Post-World War II, Finland evolved from an agrarian economy to a technological powerhouse, with education playing a pivotal role. Its publicly financed education system, including universities, played a pivotal role in this transformation. Economic education initially centered on understanding the economy but gradually shifted toward entrepreneurship education in the 1980s and beyond, emphasizing self-employment and entrepreneurial opportunities. In recent times, social entrepreneurship has gained more attention in Finland as a pathway to build a labor market and increase the employment rate. Top educational institutions, like Aalto University, Emlyon Business School, Tilburg University, Haaga-Helia University of Applied Sciences, LAB, and Laurea University of Applied Sciences, offer diverse entrepreneurship programs for at graduate and postgraduate levels, combining theoretical knowledge with practical skills, fostering innovation, and preparing students for entrepreneurial success. In particular,

- **The LAB University of Applied Sciences** is the sixth-largest university in Finland and specializes in innovation, business, and industry. It has a strong focus on circular economy, sustainability, corporate social responsibility, ethical and social entrepreneurship, design, innovations, and health. The institution extensively deploys ICT in learning, using web-based materials, and creating multidisciplinary e-learning materials. LAB and Lappeenranta University of Technology (LUT) have established an educational corporate group in Finland. The purpose of the LUT Group is to benefit both parties through collaboration. They are located on the same physical campus, and cooperation is active and close. They have joined forces in several international and national-level joint projects.

LAB has extensive experience in organizing EU-funded themed Intensive Weeks with students in Finland and other countries. The actively and regularly participates in international projects on entrepreneurship both as a COO and a beneficiary. It has recently been engaged in projects like Innovating Social Entrepreneurship Education (iSEE) and Developing

Social Entrepreneurial Skills in Higher Education (SEinHE), where educational content has been developed in social entrepreneurship. LAB's initiatives, like StartHub, Business Mill, and LUT Entrepreneurship Society (LUTES), provide essential services and facilities to foster start-up entrepreneurship and support students and new entrepreneurs in their business endeavors. They offer a nurturing environment for ideas to develop into successful businesses, contributing to the vibrant start-up ecosystem in Finland.

- **StartHub**⁵⁸ in Lahti is a supportive community and platform for start-ups, providing resources such as furnished spaces, sparring, coaching, and educational events. It aims to help new entrepreneurs succeed with the support of business partners and a network of peers. The hub has achieved significant growth, with 35 members and 8 alumni generating over €4.5 million in turnover within three years. Benefits include access to mentors, incubators, accelerators, and various training programs.
- **Business Mill**⁵⁹ is a modern business incubator affiliated with LAB University of Applied Sciences. It aims to foster growth and internationalization for skills-based businesses. It provides free expert services and support throughout the business lifecycle, including idea development, start-up assistance, growth strategies, and business renewal. Located at the Skinnarila Campus, it leverages a strong knowledge base to aid both new and experienced entrepreneurs.
- **LUTES**⁶⁰ aims to foster entrepreneurship among students and the wider community in South Karelia, Finland. It provides a platform for risk-taking, problem-solving, and developing entrepreneurial skills. LUTES hosts frequent events such as networking sessions, seminars, and hackathons, and offers members access to coworking spaces and a Telegram channel. Membership is free, encouraging proactive and innovative participation. The organization emphasizes ambitious, brave, and curious values, supporting high-growth, impactful ventures that drive societal progress and innovation.

LAB promotes sustainability and responsibility in education, RDI activities, stakeholder cooperation, and its operating methods in everyday campus life. Its strategic choices include mitigating climate change and achieving carbon neutrality by 2025. The university has a strong profile in circular economy and sustainability, both supported by national and regional strategies. Sustainability is a cross-cutting topic in numerous Research, Development, and Innovation (RDI) projects and activities. Out of the 17 SDGs, LAB has chosen seven in particular to influence education, RDI activities, stakeholder cooperation, and operating methods. The university

aims to improve business and industry by educating experts who promote sustainability and producing solutions that are necessary for society. Innovations promoting ecological, economic, social, and cultural sustainability are created in RDI activities in cooperation between students and companies. LAB is also a member of national and international associations related to sustainability. To advance its sustainability objectives, LAB adheres to the Ministry of Education and Culture's policies and engages in various networks and partnerships, including the UN Global Compact.

- b. Laurea University of Applied Sciences (LAUREA UAS)** focuses on people and interactions, guided by its values of openness, impact, and responsibility. The commitment to integrating sustainable development themes is exhibited in all degree programs and research projects, with a special emphasis on circular economy and responsible management. Service Design and Design Thinking are at core of Laurea's syllabus. Laurea UAS also has a long-standing history of developing sustainable business solutions with different stakeholders through its project activities and educational measures.

Laurea is an active player in different sustainable development networks and circular economy. The UAS has developed a research program in the service business and circular economy. The core studies in our Master's Degree Programme in Sustainable Growth Management strengthen the students' management skills related to sustainable development, with business development as a particular focus. Laurea Living Lab in Circular Economy was opened in May 2022; it acts as a platform for putting into practice the Laurea Research, Innovation and Development Programme in Sustainable Development. It is also part of an ecosystem, which consists of different internal and external stakeholders (teaching and research staff; international cooperation with HEIs; sustainability related networks; regional companies and organisations in the Metropolitan area in Finland) and comprises different activities, such as open educational measures and MOOCs. Laurea is ranked as the top UAS in Finland when academic success is measured with the help of applicants per student place. The students and alumni are known as solution-oriented experts in sustainable development and circular economy and reformers of working life.

The university is known for its institutionalized innovative pedagogical model, Learning by Development (LbD), which seeks to engage students in real-life practical projects. The choice to develop, implement, and use LbD was to contribute to the growth of the region around Helsinki and provide tangible employability benefits to the students. It focuses on student and learning-centredness, competence-based approach,

working life relevance, guidance and flexibility. Projects rooted in the world of work enable the production of new knowledge and practices through collaboration between teachers, students, and workplace experts. Adopting LbD contributes to developing two sets of competencies among students: generic competencies, such as work/life knowledge and skills, and subject-specific competencies. Unlike project-based learning methods, LbD creates a sense of ownership amongst the students and recognizes the need to enable students with investigative and social skills, alongside providing them with knowledge and expertise in their chosen fields of study. LbD benefits partners while enhancing the competence of our students. For example, projects in Business Management allow Laurea students to accumulate new skills while providing solutions to our partner companies and boosting their competitiveness.

5. Findings and Key Implications

The Co-LIFE project seeks to co-create a curriculum on Impact-Focused Entrepreneurship by building an academic collaboration between Indian and EU-based higher educational institutions (HEIs), including students and impact entrepreneurs as co-developers. The purpose is to develop a culturally sensitive and contextually impactful curriculum for IFE that incorporates global best practices. A need analysis was conducted to understand the specific needs and challenges of the stakeholders within the context of the project and its ecosystem in India.

The findings of the need analysis report underscore the rationale for co-creating a curriculum with HEIs in India and Europe, Impact Entrepreneurs and Students. The curriculum will advocate IFEs and capacity building, addressing the unique challenges and opportunities of IFE in India. The report puts forth that the idea and definition of IFE are still nebulous and open to discussion, especially in the Indian context. However, stakeholders recognize the importance of IFE for addressing socioeconomic and environmental concerns through market-based business models. There is a consensus on integrating IFE into the business landscape to foster sustainable practice and development. The need analysis report highlighted some key challenges of fostering IFE in India. These include stakeholders' awareness of the definition, purpose, and potential of IFEs to balance social and ecological impact with financial sustainability, changing mindsets towards environmental responsibility, managing innovation risks, providing mentorship, securing funding, and overcoming regulatory hurdles. The

curriculum would require a framework that imparts knowledge and fosters the skills and mindset for sustainable and socially impactful entrepreneurship. Following the need analysis, the landscape study was conducted to assess the existing sustainability landscape for IFE in Europe and India and draw insights into the curriculum's design, co-creation, and positioning.

A key insight from this landscape study is that the sustainability and educational landscape for IFE in India and Europe are quite different. This difference mostly stems from the extent of emphasis on innovation, entrepreneurship, and sustainability at the national level in each country. This, in turn, shapes the strategic focus at the policy, institutional, and organizational levels. All three European countries in the Co-LIFE consortium rank high in the global entrepreneurial and sustainability orientation indicators. This manifests in sustainability being a strategic focus in all the European HEIs and incorporated as part of all teaching, innovation, research, and development activities. Irrespective of academic disciplines, programs and courses emphasize incorporating sustainability as practice and fostering entrepreneurial mindsets, competencies, and skills among students.

In India, while there is a growing emphasis on promoting entrepreneurship to generate employment opportunities, different kinds of institutions are engaging in imparting entrepreneurship education and capacity building. In general, entrepreneurship is considered and taught as a separate discipline. Further, entrepreneurship within HEIs generally refers to business entrepreneurship, not necessarily focussing on sustainability or impact. While different forms of social enterprises - non-profit, hybrid, or for-profit – are actively engaged in addressing development concerns, the idea and emphasis on IFE as a purpose with profit is yet to gain traction in India. Consequently, there is limited traction within Indian HEIs on the same. Public and private HEI education and training courses on entrepreneurship and sustainability are often offered separately and primarily as electives or specialized courses on social entrepreneurship, CSR, ESG, and compliance. Only in select HEIs is social entrepreneurship offered as a full program. Further, while sustainability is gaining traction in practice, the focus with HEIs is primarily on research, innovation, and incubation. There are R&D centers in higher education institutions, often separate from incubation centers, providing support for social, sustainable, and impact-focused entrepreneurship. As a practice in all areas of management and business, sustainability is slowly gaining momentum. The landscape study found no course or program that blends social, sustainable, and impact entrepreneurship with sustainability.

Emanating from the respective macro-level policy and organization environment, the European and Indian partners differ in their emphasis and focus on IFE and sustainability. Further, within India, the four institutions have different levels of orientation, focus, and scope for IFE (See Table 4). The Co-LIFE

project provides an opportunity to build on the strengths of the member HEIs, learn from each other, and integrate best practices and tools in teaching, learning, and practice within the HEIs to develop a contextually relevant IFE curriculum in India. For example, the adaptation of design thinking and service design tools, along with the pedagogical framework of LbD, would require a nuanced understanding of the Indian context in terms of the socio-cultural aspects of the society, policy and regulatory frameworks, types of interventions, and organization, and possible impact. Co-creation of learning materials and possible mentorship support for students would also require facilitation to access and build relationships with impact entrepreneurs and IFEs in India's sustainability area. Considering that the notion of IFE with sustainability as a focus is still nascent in India, the focus would also be to build a network of entrepreneurs and enterprises in the area. Authentic learning will be supported by action and reflection.

Table 4: Summary of core focus and strengths of Co-LIFE partner HEIs

Sl. No.	Institution	Strengths	Entrepreneurship/ Sustainability Focus
1	ARCH College of Design & Business (ARCH) ⁶¹ , India	Affiliations and collaborations that provide opportunities to engage in sustainable design practices, research, and education on a global scale.	Specialized education in design and business, affiliated with prestigious universities and holding memberships in international organizations.
2	École Intuit Lab (EIL) ⁶² , India	Focus on fostering international partnerships and exchanges to give students diverse perspectives and experiences.	A global hub for entrepreneurship and creativity, fostering an environment for innovation and collaboration across campuses in different countries.
3	Goa Institute of Management (GIM) ⁶³ , India	Offers sustainability-focused courses across academic programs.	The dedicated Centre for Excellence in Sustainable Development (CESD) focuses on environmental sustainability and contributing to SDGs.
4	Indian School of Development Management ⁶⁴	A pioneering institution dedicated to development management, Offering a unique postgraduate program in development management.	Emphasis on building sustainable social impact through innovative curriculum design and Centers of Excellence activities.
5	AU-BTECH ⁶⁵ , Denmark	Innovation and Entrepreneurship	Work in close collaboration with the industry and local actors in

			the development of academic offerings that comply with high-quality academic standards and focus on the requirements of the local, regional, national, and international actors.
6	LAB ⁶⁶ , Finland	Multidisciplinary e-learning materials, international projects on social entrepreneurship, competence in CSR, and ethical entrepreneurship	Circular economy and sustainability
7	LAUREA ⁶⁷ , Finland	Known for institutionalized Learning by Developing (LbD), Service Design, and Design Thinking	Developing sustainable business solutions with different stakeholders through its project activities and educational measures.
8	Thomas More ⁶⁸ , Belgium	Space and Service Design	Extensive experience in curriculum implementation, international collaboration, online learning environments, and service design thinking workshop facilitation

The cross-cultural collaboration between European and Indian HEIs will help equip students and educators with a global mindset, help them understand the interconnectedness of global challenges, and encourage the development of solutions that transcend geographical boundaries. Intercultural collaborations also facilitate network building, sharing best practices and innovations in pedagogy, and opening doors to partnership opportunities. Furthermore, graduates with intercultural experiences are better equipped to work in international teams, navigate multicultural workplaces, and contribute effectively to the global economy, preparing them for various career opportunities in impact-focused sectors. By recognizing shared values, understanding cultural nuances, and leveraging diverse sectoral strengths, the collaborative efforts between partner countries under this project can shape a curriculum that not only equips students with the skills to address social and environmental challenges but also nurtures a sense of responsibility and adaptability in the ever-evolving landscape of sustainable entrepreneurship.

By design, the Co-LIFE project will incorporate recommendations often made for a contextually relevant entrepreneurship curriculum. It will be innovative, have a flexible curriculum, be glocal, co-created, and open to collaboration.⁶⁹ Further, it will be contextualized, promoting learning and teaching of IFE and sustainability in real-world experience, leading to enhanced entrepreneurial

orientation, propensity, and performance among individuals and societies.⁷⁰ It is hoped that the Co-LIFE project will help address the fear of failure students in India have when choosing entrepreneurship as a career. It would equip them with the required mindsets, skills, and competencies to build their entrepreneurial capacity and fuel their entrepreneurial intentions. The Co-LIFE project also proposes to develop the capacity of educators to build a consensus on the ideas and definitions of impact and sustainability concerning entrepreneurship.

In sum, the Co-LIFE project consortium would bring together European and Indian perspectives on the design and development of impact-focused entrepreneurship education, blending it with concerns on sustainable development and sustainability as a practice. It aims to share the most successful approaches influencing business, sustainability, development, entrepreneurship, social innovation, and related educational strategies and technologies used in the EU and India. The project's novelty lies in utilizing the human and technological resources available in India and Europe to develop academic content and learning materials.

Appendix A: Entrepreneurship Education at Select HEIs in India

Sl. No.	Institute	Name of the Program / Description or Course Objectives	Duration	Pedagogy
1	Ashoka University, Sonapat (Haryana)	UG Program in Entrepreneurship	3 years	Storytelling-leading entrepreneurs share their life stories, motivations, and experiences. Students actively participate in case discussions, read articles, listen to podcasts, and watch films on relevant issues.
2	Azim Premji University, Bengaluru (Karnataka)	Social Entrepreneurship Program collaboration with Transforming India Initiative (TII)	2 years	Practitioner talks, reflection workshops, learning tours
3	FLAME University, Pune (Maharashtra)	PG Program in Entrepreneurship & Innovation	1 year	Classroom sessions, case studies. Industry interaction, experiential learning via extracurricular activities
4	IIM Ahmedabad	Young Entrepreneurs Program ⁷¹ (Executive Education): to equip young entrepreneurs with the necessary tools and skills to overcome common challenges in their entrepreneurial journey.	Two 5 day-modules, one month apart	Classroom sessions, industry interactions, case readings
5	IIM Bangalore	BBA in Digital Business and Entrepreneurship ⁷² Core Courses as part of MBA ⁷³ : Entrepreneurial Mindset and Action, Entrepreneurial Management, and electives such as Understanding Venture Capital. Doctoral Courses on Entrepreneurship Classics, Contemporary Entrepreneurship, Social Network Analysis, Designing Research in Entrepreneurship as a Method	3 years	Live sessions, mentorship, and hands-on projects for practical experience

		(DREAM), and International Entrepreneurship. Executive education programs: Women Start-up Programme (WSP), 10000 Women Programme, Management Programme for Entrepreneurs and Family Businesses (MPEFB)		
6	IIM Calcutta	Executive Education: Start-Up Readiness, Growth and Execution (SURGE) ⁷⁴ A 9-month online program that provides an entrepreneurship toolkit and culminates in a campus visit where participants submit their business plans, reviewed by a panel of judges including at least one venture capitalist.	9- month online	Classroom sessions, case readings
7	IIM Indore	Skill Development Courses ⁷⁵ In Term 2 and Term 3 on: Entrepreneurial Orientation, Ethics & CSR, Design Thinking, Leadership and Sustainability And a few electives that are relevant for potential entrepreneurs, such as Financing & Fundraising for Entrepreneurs, Startup in E-commerce (Entrepreneurship), etc	16-month	Classroom sessions combined with workshops for Networking, mentorship, internship, incubation
8	IIM Kozhikode	Professional Certificate Programme in Entrepreneurship and New Venture Creation ⁷⁶ : Covers theory & practical implementation of entrepreneurship, focusing on economic and social value creation	9-month	There will be online sessions and one Campus visit to conclude the program, during which participants will submit their business plans, which will be reviewed by a panel of judges, including at least one venture capitalist.
9	IIM Lucknow	MBA-Entrepreneurship and Innovation ⁷⁷ To help students acquire the knowledge and skills needed to	16-month program	

		launch and fund their venture: Networking, mentorship, internship, and incubation.		
10	IIM Mumbai	Innovation and Entrepreneurship Lab: A 3-credit core course in the MBA program designed to foster innovation and entrepreneurship skills. Sustainable Development for Business: This 3-credit core course integrates sustainability principles into business practices.	8-month	Sessions on theory & practical implementation of entrepreneurship, focusing on economic and social value creation Includes web-based simulations
11	Madras School of Social Work, Chennai (Tamil Nadu)	M.A (Social Entrepreneurship)	2 years	Classroom learning, Field immersion, case studies, internship
12	Narsee Monjee Institute of Management Studies (NMIMS), Mumbai (Maharashtra)	Diploma in social entrepreneurship and part-time MBA	1 year	class lectures, group discussions, case studies, as well as academic analysis and framing of the issues, guest speakers
13	Tata Institute of Social Sciences (TISS), Mumbai	Master's Programme in Social Entrepreneurship	2 years	classroom teaching, experiential learning, and meeting and interacting with social and business entrepreneurs.

Appendix B: Sustainability Education at Select HEIs in India

Sl. No.	Institute	Program / Courses Offered	Duration	Description
1	IIM Mumbai	MBA in Sustainability Management ⁷⁸	2 years	<p>Provides managerial and technical perspectives to drive positive change and pioneer sustainable innovations</p> <p>Courses include Business Strategy with Sustainability, Environmental Management, Safety Management, and Corporate Social Responsibility, all guided by comprehensive ESG frameworks.</p>
2	IIM Lucknow	Post Graduate Programme in Sustainable Management ⁷⁹	2 years	<p>aims to develop management professionals with a holistic perspective on economic, social, and environmental issues.</p> <p>In addition to general management courses, it offers specialized courses on systems thinking, social entrepreneurship, externalities, lifecycle management, stakeholder management, and public policy.</p>
3	IIM Bangalore	Executive education program on "ESG, Climate Change, and Building Future Ready Organizations" ⁸⁰	3 days	<p>It aims to educate executives on the importance of climate-friendly business practices and navigating ESG regulations.</p> <p>It offers tools and techniques for measuring and reducing</p>

				carbon footprints, with case studies demonstrating industry standards in green practices.
4	IIMBx, the digital learning initiative of IIMB	Strategy and the Sustainable Enterprise ⁸¹	5 weeks	Provides learners with multiple frameworks to address sustainability-related business challenges, transforming them into profitable opportunities, thus benefiting both itself and society.
5	TERI	MBA (Sustainability Management) ⁸² Courses on Principles and Concepts of Sustainability, Climate Change and Development, Sustainability Reporting, Corporate Social Responsibility, Strategies for sustainable business, Business, Natural Ecosystems and Community, Accounting and Finance for Sustainability	2 years	It aims to equip students to integrate sustainability with core business strategies, make ethical decisions, and solve problems in a resource-sensitive world.
6	XIMB	MBA in Sustainability Management ⁸³ It specializes in sustainability and functional areas like operations, marketing, finance, and accounting.	2 years	It aims to equip students with an understanding of the conventional economy of production and consumption (and its market equivalent of supply and demand) in conserving and preserving the natural commons. Combines hands-on experience (Sustainability Discovery Programme) with industry-academia interface

				(Summer Internship Programme) and an immersion course
7	ISB Hyderabad—Executive Education	Building Sustainable Organisations ⁸⁴	3 days	It aims to enable CSR executives, consultants, leaders, entrepreneurs, and purpose-driven professionals to understand the various sustainability-related challenges that organizations face today and use holistic business models to effectively balance corporate purpose and societal responsibility.
	IIT Madras (CODE—Centre for Outreach and Digital Education)	Sustainability for Indian Businesses ⁸⁵	One month online	To familiarize learners with the multi-dimensional nature of sustainability in connection with its real-world implications.
8	IIT Madras (School of Sustainability) ⁸⁶	Minor in Sustainability (for undergraduates)	15 hours (required course 9 hours, electives 6 hours)	To help the students develop a comprehensive understanding of sustainability, encompassing its environmental, social, and economic dimensions, and develop the knowledge and skills essential for leading sustainability initiatives through advanced studies or industry engagement.
		Interdisciplinary Dual Degree (IDD) Program (for 4-year IITM BTech students)	5 year	Starting in 2025. Aims to offer a multi-dimensional understanding of sustainability and the toolkit essential to address complex sustainability challenges
		Executive Education Programs in Sustainability	4 weeks	Started in June 2024. It aims to equip learners with a sustainability toolkit to ideate practical, sustainable scenarios for their respective

				industries, taking into account India's changing policy landscape.
9	IIT Kanpur	e-Masters in Climate Finance and Sustainability ⁸⁷ A specialized Master's degree program in carbon management and sustainable finance.	1 year, online	To provide in-depth training and exposure to carbon management, ESG, and green finance. They are designed for working professionals and include live and interactive sessions and a campus immersion program, including mentorship for startups and placement assistance.
		PG Programmes in Sustainable Energy Engineering e-Masters in Renewable Energy and E-Mobility and other Short-term programs at Kotak School of Sustainability ⁸⁸	Varies (Doctoral programs, Masters, Executive Education)	The Kotak School of Sustainability brings together departments and centers of excellence at IITK to provide an enabling environment for collaborative research across multiple facets of sustainability. It has created dedicated centers of excellence covering different aspects of sustainability, such as clean energy, environment, ecology, circular economy, climate finance, sustainable societies, and policy.
9	IIT Hyderabad	M.Tech programs in Sustainable Engineering, Energy Science and Technology, and E-Waste Resource Engineering and Management, PhD in Sustainable Engineering At Greenko School of Sustainability ⁸⁹	2 years for Masters	The goal is to help students develop professional careers in various settings, including academic and non-academic contexts, and gain a solid foundation in sustainability-related technology, engineering, research methodology, and analysis. The focus addresses the challenges of an expanding global population and resource demands.

Appendix C: Incubation Centres at Select HEIs in India

Sl. No.	Name of the HEI	Initiative	Purpose and Provisions
1	Goa Institute of Management	Atal Incubation Centre (AIC GIM) ⁹⁰ set up by Atal Innovations Mission (AIM) by NITI Aayog	It is a sector-agnostic startup incubation center that supports startups across India. It aims to create a holistic support system for entrepreneurs through opportunities to access mentors who are experts in their field of business, investment support, access to industries, and networking with growing startup ecosystems.
2	IIM Ahmedabad	Innovation hub, known as the Centre of Excellence, called Capital Incubation Insights Everything (CIIE),	The hub supports entrepreneurs who prioritize "India First" initiatives, with a particular focus on women-led ventures, social impact enterprises, and creative businesses. - It provides comprehensive assistance, including networking opportunities, startup capital, investor connections, and mentorship incubation.
3	IIM Bangalore	Entrepreneurial Centre, known as NSRCEL,	The center strongly focuses on sectors such as social enterprises, women's entrepreneurship, student-led ventures, and emerging businesses. Over time, NSRCEL has developed comprehensive programs that cater to various aspects of the business ecosystem, ensuring holistic support to entrepreneurs. Niti Aayog, Department of Science and Technology, and Ministry of Electronics and Information Technology, Government of India, also support NSRCEL. The NSRCEL, in partnership with Alstom (a global leader in intelligent and sustainable mobility), also launched the Sustainability Incubation Programme to support startups that demonstrate the potential to innovate, implement, and create social, financial, and environmental impact, aligning with SDG goals. ⁹¹ .

4	IIM Calcutta	Innovation Park (IIMCIP)	Through collaborations between industry and academia, IIMCIP nurtures business ideas and solutions and promotes innovation in business and research domains. Facilities: Dedicated Mentorship, Funding Connect, Plug and Play workspace, Support Services
5	IIM Indore	Cliqué, the innovation and incubation center for entrepreneurs	The center's main objective is to support and foster aspiring entrepreneurs while building a solid entrepreneurship ecosystem, a fundamental part of the Institute's mission. This facility provides various amenities for modern startups, including wireless internet access, a temporary space for generating ideas, meeting areas, and a recreational corner.
6	IIM Kozhikode	LIVE (Laboratory for Innovation, Venturing and Entrepreneurship)	It was established with the support of the Department of Science and Technology, Government of India. Its primary objective is to become a nationally recognized center of excellence that fosters innovation, new business ventures, and entrepreneurship. The center aims to create a collaborative platform that facilitates the transformation of innovative ideas into impactful business ventures, both economically and socially.
7	IIM Lucknow	Enterprise Incubation Centre	It offers comprehensive support, including an accelerator program, seed capital, a corporate venture capital fund, intelligent co-working space, corporate market access, mentoring, and training programs. The center aims to reduce startup failure rates by assisting in business incubation and acceleration. It also provides media and branding support to business ventures.
8	IIM Mumbai	Centre for Innovation Incubation & Entrepreneurship (CIIE) ⁹²	Provides end-to-end support from ideation and incubation to product/service launch. The institute also has a student committee called Empresario, which promotes

			entrepreneurship through various events throughout the year to empower aspiring entrepreneurs and start-ups. It provides a platform for interactions with industrial mentors, successful entrepreneurs, funding agencies, and venture capitalists.
9	IIT Kanpur	SIDBI Innovation & Incubation Centre (SIIC) ⁹³	A one-point contact for all matters related to innovation, incubation, entrepreneurship, technology transfer, and commercialization at IIT Kanpur. It aims to develop cutting-edge technologies grounded in science and engineering innovations to solve pressing problems in the country, focusing on the underprivileged strata.
10	Institute of Rural Management Anand (IRMA)	Incubator for Social Enterprises and Entrepreneurs for Development (ISEED) ⁹⁴	<p>Aims to co-create a social entrepreneurial ecosystem through its social enterprise and ecosystem partners. It provides mentoring and networking, collaborative research, entrepreneurship training and capacity building and supporting innovations.</p> <p>Actively promotes co-incubation and shapes the incubation ecosystem for FPOs as startups. Newer domains include tribal and grassroots entrepreneurship with customized entrepreneurship curriculum in the vernacular and community-based rural tourism. It works with both not-for-profit and for-profit social enterprises.</p>