

THE ROLE OF ESG PRINCIPLES IN SHAPING INSTITUTIONAL DEVELOPMENT IN INDIAN HIGHER EDUCATION

Ektaben Ashokkumar Mistri, Dr. Gurudutta P. Japee

Designation: Senior Research Scholar

Affiliation: School of Commerce, Gujarat University, Ahmedabad, India

Email ID: ektamistri596@gmail.com

ORCID ID: <https://orcid.org/0009-0006-3800-9598>

Designation: Professor

Affiliation: School of Commerce, Gujarat University, Ahmedabad, India.

Email ID: profgurudutta1@gmail.com

ORCID ID: <https://orcid.org/0000-0002-0341-6015>

ABSTRACT

Environmental, Social, and Governance (ESG) principles have emerged as critical frameworks for sustainable institutional development across various sectors, including higher education. This paper explores the role of Environmental, Social, and Governance (ESG) principles in shaping institutional development in Indian higher education institutions (HEIs). It compares international best practices with Indian experiences to analyse their implementations, challenges, and opportunities for embedding ESG in the higher education sector. The study adopts a qualitative approach, drawing on secondary data from academic literature, institutional reports, and policy documents. This study reveals that while ESG integration in Indian higher education is gaining momentum, significant gaps exist in systematic implementation, reporting mechanisms, and stakeholder awareness. The paper provides insights into current practices, identifies key challenges, and proposes recommendations for enhanced ESG integration to foster sustainable institutional development in Indian higher education.

Keywords: ESG principles, higher education, institutional development, sustainability, India

1. INTRODUCTION

The concept of Environmental, Social, and Governance (ESG) has evolved from its origins in socially responsible investment practices in the 1960s to a comprehensive framework that integrates environmental sustainability, social equity, and governance accountability into organizational strategy and operations (Vyas, 2023). In the context of higher education, ESG principles represent a paradigm shift from traditional academic and administrative practices toward sustainable institutional development. Universities are now expected not only to provide education and research but also to serve as models of environmental stewardship, social responsibility, and transparent governance (Lan Oanh et al., 2024; Chebrolu & Dutta, 2021).

Globally, higher education institutions (HEIs) are increasingly aligning with ESG frameworks through green campus initiatives, community engagement programs, and governance reforms that enhance transparency and accountability. International initiatives such as the UI Green Metric World University Rankings and the Times Higher Education Impact Rankings have further accelerated the adoption of ESG principles in universities, positioning them as key actors in achieving the United Nations' Sustainable Development Goals (SDGs).

In India, higher education represents one of the largest and most diverse systems in the world, with over 1,100 universities, 43,000 colleges, and 1,500 standalone institutions serving nearly 40 million students (AISHE, 2023). This vast system stands at a critical juncture, where traditional governance models are being challenged by demands for sustainability, inclusivity, and accountability (Mozin & Ngilu, 2023). The National Education Policy (NEP) 2020

has emphasized transformational reforms, including institutional autonomy, multidisciplinary approaches, and accountability mechanisms, thereby creating an opportune moment for ESG integration (Chandrasekaran, 2019; Chakraborty et al., 2021).

Despite this momentum, the integration of ESG in Indian higher education remains limited and fragmented. Existing research indicates that while Indian HEIs have initiated environmental measures such as waste management, renewable energy adoption, and sustainability curricula, progress in the governance dimension remains weak, with persistent challenges of regulatory over-dependence, limited institutional autonomy, and inadequate stakeholder participation (Varghese, 2023; Nugroho et al., 2025). Similarly, although social responsibility initiatives such as gender equity programs and community engagement activities have gained traction, their systematic integration into institutional strategies is inconsistent (Niedlich et al., 2020; Christou et al., 2024).

This paper addresses these gaps by examining how ESG principles are being integrated into Indian HEIs and their role in shaping institutional development. The study contributes in three ways: (i) it provides a critical review of the existing state of ESG adoption in Indian higher education, (ii) it identifies key challenges and barriers that hinder comprehensive implementation, and (iii) it proposes policy, institutional, and system-level recommendations for embedding ESG into higher education governance. By doing so, this paper not only enhances understanding of ESG in the Indian higher education context but also provides a framework that can guide policymakers, institutional leaders, and stakeholders in promoting sustainable and responsible university practices.

The study adopts a conceptual review methodology, utilizing insights from scholarly literature, policy frameworks, and institutional reports. By synthesizing insights across the environmental, social, and governance dimensions, the study identifies the current state of ESG integration in Indian higher education, highlights key challenges, and proposes policy and institutional recommendations.

2. LITERATURE REVIEW

2.1 ESG Principles in the Higher Education Context

The adoption of ESG principles in higher education has gained global traction, reflecting the sector's role in promoting sustainability and responsible governance. The environmental dimension emphasizes resource efficiency, waste management, and climate action initiatives (Chebrolu & Dutta, 2021). Universities are increasingly viewed as "living laboratories" for sustainability, both in operations and pedagogy (Lan Oanh et al., 2024). Instruments such as the UI GreenMetric World University Rankings and THE Impact Rankings provide international benchmarks, encouraging universities to integrate environmental practices into their strategies (A. K. Das, 2020) (Djukic-Min et al., 2025).

The social dimension includes diversity, equity, inclusion (DEI), community engagement, and social impact (Liu, 2020). Research suggests that universities are pivotal in addressing social inequalities through outreach, inclusive education, and empowerment programs (Niedlich et al., 2020; Christou et al., 2024). The rise of University Social Responsibility (USR) parallels the corporate CSR movement, highlighting the role of HEIs in fostering social cohesion and contributing to the Sustainable Development Goals (SDGs).

The governance dimension focuses on accountability, transparency, autonomy, and stakeholder participation (Varghese, 2023; Nugroho et al., 2025). However, governance challenges are often cited as the weakest ESG component in higher education, particularly in developing contexts, due to regulatory over-dependence, limited autonomy, and weak board structures.

2.2 ESG and Institutional Development

Institutional development in higher education refers to strengthening governance, operations, and stakeholder relationships to achieve long-term sustainability (Mahajan et al., 2023). Scholars have emphasized that ESG integration enhances institutional credibility, reputation, and resilience (Jatav et al., 2023). Global studies reveal that universities implementing comprehensive ESG frameworks experience improved performance in rankings, increased stakeholder trust, and better alignment with SDGs (Forte et al., 2024).

However, the literature also points to disparities. While environmental and social initiatives are increasingly visible, governance-related reforms lag significantly. For example, while campus greening initiatives are expanding worldwide, consistent governance frameworks for transparency and accountability are less developed (Varghese, 2023). This imbalance suggests that ESG adoption in HEIs is still partial and fragmented, raising concerns about its long-term effectiveness.

2.3 ESG Implementation in the Indian Context

In India, ESG integration in higher education is still at a nascent stage. The regulatory environment, dominated by

the University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), and the National Institutional Ranking Framework (NIRF), has traditionally prioritized academic and research standards over holistic sustainability practices (Liu, 2020; Ruiz-Mallén & Heras, 2020).

The National Education Policy (NEP) 2020 provides momentum for reform by emphasizing institutional autonomy, multidisciplinary education, and accountability. Research on ESG practices in Indian organizations has primarily focused on corporate sectors, with limited attention to higher education institutions (Jatav et al., 2023). Studies indicate that while environmental disclosure is increasing among Indian organizations, governance practices remain the weakest dimension of ESG implementation (Li, 2022).

3. THEORETICAL FRAMEWORK

The adoption and integration of Environmental, Social, and Governance (ESG) principles in higher education can be understood through multiple theoretical perspectives that explain institutional behaviour, stakeholder engagement, and sustainability outcomes. This study draws upon three interrelated frameworks Stakeholder Theory, Institutional Theory, and the Triple Bottom Line (TBL) to provide a holistic conceptual foundation.

3.1 Stakeholder Theory

Stakeholder Theory emphasizes that organizations must balance the interests of diverse groups, including students, faculty, administrative staff, government agencies, industry partners, and local communities (Dash & Mohanty, 2023). In higher education, ESG adoption requires universities to address environmental concerns (e.g., campus sustainability), social responsibilities (e.g., equity and inclusion), and governance expectations (e.g., transparency and accountability). By engaging stakeholders meaningfully in decision-making, institutions can enhance legitimacy, trust, and long-term sustainability.

3.2 Institutional Theory

Institutional Theory explains how regulatory pressures, normative expectations, and cognitive frameworks influence the adoption of ESG practices in higher education institutions (Varghese, 2023). Indian higher education operates under strong regulatory oversight from the UGC, NAAC, and state-level bodies, which shape ESG-related reforms. For example, regulatory pressures (e.g., NEP 2020 and NIRF rankings) push institutions toward sustainability practices; normative pressures (expectations of inclusivity, community engagement) shape social initiatives; and cognitive pressures (emerging global norms of transparency and reporting) encourage governance reforms. This framework explains why Indian HEIs adopt ESG selectively, often prioritizing environmental or social initiatives while governance lags behind.

3.3 Triple Bottom Line (TBL)

The TBL framework complements ESG by emphasizing that institutions must pursue sustainability across three interdependent dimensions: environmental stewardship, social responsibility, and economic/governance viability (Elkington, 1997). For universities, this means integrating ecological sustainability (green campuses, waste management), social equity (inclusive education, community outreach), and governance/economic accountability (autonomy, efficiency, transparency). The TBL framework highlights the interconnectedness of ESG dimensions and underscores the need for a balanced approach rather than fragmented initiatives.

3.4 Conceptual Linkage

Together, these three perspectives provide a comprehensive lens for analysing ESG adoption in Indian higher education. Stakeholder Theory underscores the need for inclusive governance and responsiveness to diverse interests; Institutional Theory explains how regulatory and normative contexts shape ESG implementation; and the TBL framework highlights the balance required between environmental, social, and governance imperatives. These theories collectively frame the present study's analysis of ESG dimensions in Indian HEIs and guide the formulation of recommendations for enhanced integration.

4. ESG DIMENSIONS IN INDIAN HIGHER EDUCATION

The adoption of Environmental, Social, and Governance (ESG) principles in Indian higher education institutions (HEIs) is uneven across the three dimensions. While some universities are making progress in environmental and social initiatives, governance remains the most challenging area.

4.1 Environmental Dimension

The environmental dimension in Indian HEIs encompasses sustainability practices, resource management, renewable energy adoption, waste reduction, and climate action. Growing environmental awareness has led several universities to implement "green campus" initiatives, though adoption remains inconsistent across public and

private institutions.

Campus Sustainability Initiatives: Universities such as the University of Delhi, Banaras Hindu University, and Anna University have adopted renewable energy projects and waste management systems. The University of Delhi's "*Go-Brown, Go-Green*" initiative is a comprehensive model targeting water, waste, air, and energy efficiency.

Green Infrastructure: Despite these initiatives, most Indian universities lag behind global counterparts in sustainable infrastructure. A 2023 GreenMetric ranking showed that only a small number of Indian HEIs ranked in the top 300 worldwide, reflecting limited systemic adoption of environmental practices.

Environmental Education and Research: The integration of environmental education into curricula has been mandated at all formal education levels in India (S et al., 2023). In response, universities have begun introducing specialized programs in environmental sciences and sustainability studies; however, the extent of such integration remains uneven, with significant variations in depth and breadth across institutions (Kumari & Sharma, 2024; Geok et al., 2024).

4.2 Social Dimension

The social dimension relates to inclusivity, diversity, equity, community engagement, and student welfare. This area has received considerable policy emphasis in India due to the country's socio-economic diversity and development priorities.

Diversity, Equity, and Inclusion (DEI):

Indian higher education institutions confront considerable challenges in ensuring equitable access and inclusive practices. The University Grants Commission (UGC) has launched multiple schemes aimed at women's empowerment, including scholarships for disadvantaged groups and initiatives promoting inclusive education. By early 2025, 159 Women's Studies Centres were functioning across Indian universities and colleges (UGC, 2025). Despite their widespread presence, the utilization of available scholarships and inclusivity programs remains suboptimal, with structural barriers limiting outreach to marginalized groups.

Community Engagement & University Social Responsibility (USR): For instance, the Tata Institute of Social Sciences (TISS) runs over 15 field action projects focused on community development, health awareness, and rural engagement (TISS, 2025). The concept of University Social Responsibility (USR) is increasingly recognized as parallel to corporate social responsibility, positioning universities as key actors in advancing social sustainability and the United Nations Sustainable Development Goals (Vasilescu et al., 2010).

Student Welfare: Recent initiatives include mental health counselling, career guidance cells, and digital learning support. Yet, a 2022 UGC report highlighted persistent inequalities in access, especially for students from rural, first-generation, and low-income backgrounds.

While social initiatives are relatively stronger in India compared to governance reforms, they remain policy-driven and unevenly implemented, lacking systematic integration into institutional strategies.

4.3 Governance Dimension

Governance remains the weakest dimension of ESG in Indian HEIs, despite being the foundation for sustainable institutional development.

Institutional Governance Structures: Indian universities operate under complex governance frameworks involving multiple stakeholders, including government appointees, academic representatives, and external experts (Nugroho et al., 2025). Studies reveal significant challenges in ensuring board independence, transparency in decision-making, and effective oversight mechanisms (Nugroho et al., 2025) (Ayare et al., 2016).

Transparency and Accountability: Transparency in governance practices remains a significant challenge for Indian higher education institutions. Research indicates limited compliance with disclosure requirements and inadequate stakeholder communication (Christou et al., 2024). The lack of systematic reporting mechanisms hinders accountability and stakeholder engagement.

Stakeholder Engagement: Engagement with students, alumni, industry partners, and community representatives in governance processes is minimal. Effective stakeholder engagement is crucial for ESG implementation, yet many Indian universities struggle with meaningful participation of diverse stakeholders in governance processes (Kamalakar & Kamala, 2023).

Governance is the greatest bottleneck in India's ESG adoption, as regulatory dependency and limited institutional autonomy restrict innovation in governance structures. Without governance reform, environmental and social initiatives risk remaining symbolic rather than transformative.

5. CURRENT STATE OF ESG INTEGRATION IN INDIAN HIGHER EDUCATION

The integration of ESG principles into Indian higher education institutions (HEIs) has gained momentum in recent years, supported by national policies and global sustainability discourses. However, adoption remains fragmented, with environmental and social dimensions receiving more attention than governance reforms.

5.1 Policy and Regulatory Framework

The regulatory environment for Indian higher education is undergoing significant transformation, with increasing emphasis on sustainability and governance reforms. The National Education Policy 2020 represents a watershed moment, emphasizing the need for institutional autonomy, accountability, and sustainability (Chandrasekaran, 2019) (Finatto et.al., 2024).

- **Government Initiatives:** The Government of India has launched various initiatives to promote sustainability and governance reforms in higher education. The University Grants Commission has implemented schemes for women empowerment, research promotion, and institutional development (Niedlich et al., 2020) (Bui et al., 2023). However, systematic ESG integration remains limited in policy frameworks.

- **Ranking and Assessment Systems:** The National Institutional Ranking Framework (NIRF) has incorporated some sustainability and governance parameters in its assessment criteria (Ruiz-Mallén & Heras, 2020). The framework evaluates institutions on five parameters: Teaching, Learning and Resources (TLR), Research and Professional Practice (RP), Graduation Outcomes (GO), Outreach and Inclusivity (OI), and Peer Perception (PR) (Ruiz-Mallén & Heras, 2020).

- **Accreditation and Quality Assurance:** The National Assessment and Accreditation Council (NAAC) has begun incorporating sustainability and governance aspects in its accreditation process, though comprehensive ESG evaluation remains limited.

5.2 Institutional Practices and Initiatives

HEIs in India demonstrate a growing interest in ESG practices, though primarily through isolated initiatives.

- **Environmental Initiatives:** Several Indian universities have implemented notable environmental sustainability initiatives. Ashoka University has integrated sustainability goals into its strategic planning and operations (S et al., 2023). Various institutions have adopted renewable energy systems, waste management programs, and water conservation measures (S. Das & Sarkar, 2023).

- **Social Responsibility Programs:** Universities are increasingly developing social responsibility programs, including community outreach initiatives, skill development programs, and social service requirements for students (Bhattacharjee & Chepuri, 2023). However, systematic integration of social impact measurement and reporting remains limited.

- **Governance Reforms:** Some institutions have initiated governance reforms, including the establishment of independent boards, transparency measures, and stakeholder engagement mechanisms (Kamalakar & Kamala, 2023). However, comprehensive governance transformation remains challenging due to regulatory constraints and institutional resistance to change.

5.3 Challenges and Barriers

Despite progress, ESG adoption in Indian higher education faces multiple barriers:

- 1) **Regulatory Constraints** – The complex regulatory environment, with multiple oversight bodies and bureaucratic processes, hinders innovative governance practices and ESG integration (Liu, 2020b) (Nugroho et al., 2025). Universities face significant constraints in implementing autonomous governance structures due to government oversight requirements.

- 2) **Resource Limitations** – Many Indian universities face financial constraints that limit their ability to invest in sustainability infrastructure and governance improvements (Sharma, 2022) (S. Das & Sarkar, 2023). The dependence on government funding and limited revenue diversification constrains institutional capacity for ESG implementation.

- 3) **Awareness and Capacity Gaps** – Limited awareness about ESG principles and their benefits among institutional leaders and stakeholders impedes effective implementation (Kaushik & Dhanarajan, 2018) (Gladstone Samuel, 2024). Many institutions lack the technical expertise and knowledge required for comprehensive ESG integration.

- 4) **Reporting and Measurement Challenges** – The absence of standardized ESG reporting frameworks for higher education institutions creates challenges in measuring and communicating sustainability performance (Chaudhary & Trivedi, 2023) (Gladstone Samuel, 2024). Most institutions lack systematic data collection and reporting mechanisms for ESG indicators.

5) **Resistance to Change** – Institutional inertia and lack of incentives discourage reforms in governance and accountability (Gladstone Samuel, 2024).

6. Impact of ESG Principles on Institutional Development

The integration of ESG principles has significant implications for institutional development in Indian higher education. By influencing governance structures, sustainability performance, and stakeholder relations, ESG adoption enhances transparency, legitimacy, and long-term institutional resilience.

6.1 Governance Enhancement

Governance is the backbone of ESG integration, directly affecting institutional accountability and credibility.

Board Effectiveness: Universities that adopt ESG frameworks often reform their governing bodies by including independent members, enhancing diversity, and ensuring clear accountability (Pardal et al., 2020). For example, O.P. Jindal Global University has introduced independent advisory councils to improve governance transparency.

Decision-Making Processes: ESG encourages participatory decision-making, which improves policy legitimacy and stakeholder buy-in. International examples show that student and faculty representation on boards enhances institutional trust an area where Indian HEIs lag (Kamalakar & Kamala, 2023).

Risk Management: ESG provides systematic frameworks for anticipating risks related to compliance, funding, and environmental sustainability. By institutionalizing risk assessment, universities can strengthen resilience against crises such as pandemics or climate shocks.

6.2 Sustainability Performance

Environmental and social initiatives under ESG frameworks improve institutional efficiency, reduce costs, and enhance social legitimacy.

Environmental Performance: Universities with strong environmental practices report reduced energy costs, improved waste management, and measurable reductions in carbon footprints (Dash & Mohanty, 2023). For instance, IIT Madras has implemented large-scale solar energy systems, cut operational costs while contributing to climate goals.

Social Impact: Institutions implementing DEI programs and community partnerships report improved student satisfaction and stronger reputational capital (Niedlich et al., 2020). For example, TISS's rural engagement programs align academic learning with societal needs, enhancing institutional legitimacy.

Financial Performance: While comprehensive data on financial impacts is limited, studies suggest that ESG integration can lead to improved operational efficiency, reduced regulatory risks, and enhanced reputation, contributing to long-term financial sustainability (Jatav et al., 2023) (Gladstone Samuel, 2024).

6.3 Stakeholder Relations and Reputation

ESG integration significantly enhances stakeholder relations and institutional reputation. Universities with strong ESG practices demonstrate improved relationships with students, faculty, government bodies, industry partners, and local communities (Lan Oanh et al., 2024) (Liu, 2020).

Student and Faculty Engagement: ESG-oriented institutions report higher levels of student and faculty engagement, with increased participation in sustainability initiatives and governance processes (Das, 2020) (Djukic-Min et al., 2025). Research indicates that students increasingly consider institutional sustainability practices in their educational choices.

Industry and Community Partnerships: Strong ESG practices enhance universities' ability to develop meaningful partnerships with industry and community organizations that share similar sustainability and social responsibility commitments (Bhattacharjee & Chepuri, 2023) (Kayastha & Niroula, 2025).

Regulatory Relations: Institutions with robust ESG frameworks typically maintain better relationships with regulatory bodies and demonstrate higher compliance with government policies and guidelines (Gladstone Samuel, 2024) (Christou et al., 2024).

7. BEST PRACTICES AND CASE STUDIES

Best practices in ESG adoption across higher education institutions worldwide offer valuable insights for Indian universities. While international institutions have developed integrated ESG strategies, Indian HEIs are gradually experimenting with innovative approaches, though implementation remains fragmented.

Table 1 : Best Practices in ESG Adoption – International vs. Indian HEIs

Area	International Best Practices	Indian Best Practices	Gaps / Lessons for India
ESG Integration	Universities like Cambridge and Stanford follow whole-	TERI School of Advanced Studies and Ashoka	Need for system-wide ESG adoption across

	institution sustainability frameworks, embedding ESG across academics, governance, and operations (Tilbury, 2011; Lozano et al., 2015).	University integrate sustainability into curricula and research (TERI SAS, n.d.; Ashoka University, 2024).	Indian HEIs, beyond a few elite institutions.
Governance	Oxford and Harvard have multi-stakeholder councils and advisory boards to oversee sustainability and governance strategies (Findler et al., 2019).	O.P. Jindal Global University has adopted digital governance platforms for transparency (Jindal Global University, 2023).	Limited participatory governance structures in most Indian HEIs.
Environmental Practices	Many global universities are carbon-neutral and participate in rankings such as UI GreenMetric (Times Higher Education, 2023).	IIT Madras has implemented large-scale solar energy initiatives, and the University of Delhi runs "Go-Brown, Go-Green" campaigns (IIT Madras, 2022; University of Delhi, 2022).	Adoption in India remains fragmented and project-based rather than institution-wide.
Social Responsibility	Universities such as Melbourne and Toronto implement strong diversity, equity, and inclusion (DEI) policies with extensive community outreach (Vasilescu et al., 2010; Disterheft et al., 2016).	TISS runs multiple field-action projects, while Gujarat University engages in rural skill development and health outreach programs (TISS, n.d.; Gujarat University, 2023).	Broader institutionalization of social responsibility initiatives is required across HEIs.

Source: Compilation by the author

8. RECOMMENDATIONS FOR ENHANCED ESG INTEGRATION

To strengthen ESG adoption in Indian higher education, coordinated actions are needed across policy, institutional, and system levels. These recommendations are presented as short-term, medium-term, and long-term measures.

8.1 Policy and Regulatory Recommendations

Comprehensive ESG Policy Framework: The Government of India should develop comprehensive ESG policy frameworks for higher education that integrate environmental, social, and governance requirements into regulatory oversight and institutional accreditation processes (Kaushik & Dhanarajan, 2018) (Gladstone Samuel, 2024).

Incentive Mechanisms: Policy frameworks should include incentive mechanisms for institutions demonstrating excellence in ESG implementation, including funding preferences, recognition programs, and regulatory flexibility (Kaushik & Dhanarajan, 2018) (Vyas, 2023).

Standardized Reporting Requirements: Regulatory bodies should establish standardized ESG reporting requirements for higher education institutions to ensure consistent measurement and transparency in sustainability and governance practices [6] (Gladstone Samuel, 2024).

8.2 Institutional Recommendations

ESG Integration Strategy: Higher education institutions should develop comprehensive ESG integration strategies that align with their mission, vision, and strategic objectives (Chebrolu & Dutta, 2021). These strategies should include clear goals, timelines, and accountability mechanisms.

Governance Structure Reform: Institutions should reform their governance structures to enhance transparency, accountability, and stakeholder participation in decision-making processes (Nugroho et al., 2025) (Kamalakar & Kamala, 2023). This includes establishing sustainability committees, enhancing board diversity, and implementing participatory governance mechanisms.

Capacity Building Programs: Universities should invest in capacity building programs for faculty, staff, and students to enhance understanding and implementation of ESG principles across all aspects of institutional operations (Kaushik & Dhanarajan, 2018) (Hakimi et al., 2024).

Stakeholder Engagement Mechanisms: Institutions should establish systematic stakeholder engagement mechanisms that ensure meaningful participation of students, faculty, industry partners, and community representatives in ESG planning and implementation (Kamalakar & Kamala, 2023).

8.3 System-Level Recommendations

Network and Collaboration Platforms: The development of inter-institutional networks and collaboration platforms can facilitate knowledge sharing, best practice dissemination, and collective action on ESG implementation (Kaushik & Dhanarajan, 2018) (Hakimi et al., 2024).

Research and Innovation Support: The higher education system should prioritize research and innovation in ESG-related areas, including sustainability technologies, social innovation, and governance mechanisms (Kayastha & Niroula, 2025).

Public-Private Partnerships: Enhanced public-private partnerships can provide resources, expertise, and implementation support for comprehensive ESG integration across the higher education sector (Bhattacharjee & Chepuri, 2023) (Kayastha & Niroula, 2025).

9. CONCLUSION

This study set out to explore the integration of Environmental, Social, and Governance (ESG) principles in Indian higher education institutions (HEIs) and to propose a framework of recommendations for enhanced adoption. The analysis reveals that ESG adoption in India is advancing but remains uneven and fragmented across its three dimensions.

Key findings indicate that **environmental initiatives** such as green campus programs and renewable energy adoption are gaining momentum, while **social initiatives** related to diversity, equity, and community engagement are supported through UGC policies and institutional outreach. However, the **governance dimension remains the weakest**, constrained by regulatory dependence, limited autonomy, and inadequate stakeholder participation. Without significant governance reform, ESG integration risks remaining symbolic rather than transformative. The study contributes to the literature by framing ESG as a pathway for **sustainable institutional development** in Indian higher education, highlighting both achievements and systemic gaps. In doing so, it provides a set of **policy, institutional, and system-level recommendations**, structured across short-, medium-, and long-term horizons, that can guide the sector toward meaningful ESG adoption.

Future research should build on this conceptual framework by conducting **empirical studies** that measure the impact of ESG practices on institutional performance, student outcomes, and societal contributions. Comparative studies across regions and institutional types would also deepen understanding of how ESG can be adapted to diverse contexts. Ultimately, the integration of ESG principles represents both a challenge and an opportunity for Indian higher education. By embedding sustainability, social responsibility, and governance reforms into their core strategies, universities can not only enhance their legitimacy and global competitiveness but also contribute significantly to India's national development priorities and the achievement of the United Nations Sustainable Development Goals (SDGs).

REFERENCES

- [1] Ayare, A., Nanda, S., Paliwal, S., & Singh., T. (2016). Performance evaluation of existing facilities management to adopt sustainable and greener practices in the campus of university/institute. *International Journal of Advanced Research*, 4(6), 1848–1850. <https://doi.org/10.21474/IJAR01>
- [2] Bhattacharjee, A., & Chepuri, P. K. (2023). Taking India to the World in Higher Education: The Case of an Indian University as PRME Champion. *Purushartha*, 16(2), 34–47. <https://doi.org/10.21844/16202116203>
- [3] Bui, Q. H., Trinh, T. A., Le Thi, H. A., Phan, N. Q., & Nguyen Dinh, H. U. (2023). Towards a sustainable university transition model for emerging markets. *Cogent Business and Management*, 10(3). <https://doi.org/10.1080/23311975.2023.2272372>
- [4] Carla Patricia , Paulo Guilherme Fuchs, Ana Regina Aguiar Dutra, J. B. S. de A. G. (2024). Environmental, social, governance and sustainable development goals: promoting sustainability in universities. *International Journal of Sustainability in Higher Education*, 25(6), 1121–1136. <https://doi.org/10.1108/IJSHE-11-2022-0361>
- [5] Chakraborty, A., Kumar, S., Shashidhara, L. S., & Taneja, A. (2021). Building sustainable societies through purpose-driven universities: A case study from ashoka university (India). *Sustainability (Switzerland)*, 13(13), 1–20. <https://doi.org/10.3390/su13137423>
- [6] Chebrolu, S. P., & Dutta, D. (2021). Managing sustainable transitions: Institutional innovations from india. *Sustainability (Switzerland)*, 13(11). <https://doi.org/10.3390/su13116076>
- [7] Christou, O., Manou, D. B., Armenia, S., Franco, E., Blouchoutzi, A., & Papathanasiou, J. (2024). Fostering a

Whole-Institution Approach to Sustainability through Systems Thinking: An Analysis of the State-of-the-Art in Sustainability Integration in Higher Education Institutions. *Sustainability (Switzerland)*, 16(6). <https://doi.org/10.3390/su16062508>

[8] Das, A. K. (2020). Understanding the Changing Perspectives of Higher Education in India. *Journal of Scientometric Research*, 9(2), 226–228. <https://doi.org/10.5530/jscires.9.2.28>

[9] Das, S., & Sarkar, A. (2023). Understanding the Factors Promoting Sustainability in the Indian Pharmaceutical Sector Through ESG Approach. *American Journal of Theoretical and Applied Business*, 9(1), 17–20. <https://doi.org/10.11648/j.ajtab.20230901.12>

[10] Dash, A., & Mohanty, S. K. (2023). The mediating effect of a firm's corporate reputation and sustainability practices in translating CSR into competitive performance in Indian ESG companies. *Society and Business Review*, 18(4), 691–709. <https://doi.org/10.1108/SBR-02-2023-0045>

[11] Djukic-Min, D., Norcross, J., & Searing, E. (2025). The Effect of Shared and Inclusive Governance on Environmental Sustainability at U.S. Universities. *Sustainability (Switzerland)*, 17(14), 1–27. <https://doi.org/10.3390/su17146630>

[12] Elkington, J. (1997). *Cannibals with forks: The triple bottom line of 21st century business*. Oxford: Capstone Publishing. <https://www.scirp.org/reference/referencespapers?referenceid=2092269>

[13] Findler, F., Schönherr, N., Lozano, R., & Stacherl, B. (2019). Assessing the impacts of higher education institutions on sustainable development—An analysis of tools and indicators. *Sustainability*, 11(1), 59. <https://doi.org/10.3390/su11010059>

[14] Forte, S. H. A. C., e Silva Pinto, D., Ferreira, C. M. M., de Araújo Filho, J. A., de Araújo Nascimento, L., & Pompeu, R. M. (2024). Esg in the Internationalization of Higher Education Institutions. *Revista de Gestao Social e Ambiental*, 18(9), 1–21. <https://doi.org/10.24857/rgsa.v18n9-022>

[15] Geok, T. K., Shah, A., Goh, G. G. G., & Zeb, A. (2024). The links between sustainability dimensions and green campus initiatives in mountain universities. *Journal of Infrastructure, Policy and Development*, 8(9), 1–20. <https://doi.org/10.24294/jipd.v8i9.7653>

[16] Gladstone Samuel, G. S. (2024). How NGOs in India Can Navigate ESG Audit & Assurance Challenges. *International Journal of Computer Auditing*, 6(1), 041–052. <https://doi.org/10.53106/256299802024120601004>

[17] Hakimi, M., Katebzadah, S., & Fazil, A. W. (2024). Comprehensive Insights Into E-Learning in Contemporary Education: Analyzing Trends, Challenges, and Best Practices. *Journal Of Education And Teaching Learning (JETL)*, 6(1), 86–105. <https://doi.org/10.51178/jetl.v6i1.1720>

[18] Jatav, V. K., Bansal, S. K., Bairwa, K., & Saini, M. kumar. (2023). National Education Policy 2020:Challenges and Opportunities for Students and Institutions in Higher Education. *International Journal For Multidisciplinary Research*, 5(1), 1–9. <https://doi.org/10.36948/ijfmr.2023.v05i01.1418>

[19] Kamalakar, D. G., & Kamala, D. K. (2023). New Dimension in Higher Education in India. *Indian Journal of Social Science and Literature*, 1(4), 27–33. <https://doi.org/10.54105/ijssl.e1027.061422>

[20] Kaushik, M., & Dhanarajan, G. (2018). Governance of Open Universities — A Few Observations on Trends in Asia. *Journal of Learning for Development*, 5(3), 245–262. <https://doi.org/10.56059/jl4d.v5i3.316>

[21] Kayastha, C., & Niroula, P. (2025). *Exploring the Factors of Workplace Environment Influence Employee Engagement Level: A Thematic Case Study of University Grants Commission , Nepal Abstract: I*, 15–22. <https://doi.org/DOI: 10.3126/oimjoc.v1i1.82484>

[22] KUMARI, S., & SHARMA, R. (2024). Inclusive Growth and Sustainable Development: - In Context of Higher Education in India. *International Journal For Multidisciplinary Research*, 6(1), 1–8. <https://doi.org/10.36948/ijfmr.2024.v06i01.12114>

[23] Lan Oanh, L. V., Duy Tien, N., Ngan, P. T., & Ngoc My, T. (2024). Esg'S Impact on Awareness and Behavior of Users and Providers in Vietnamese Higher Education. *International Conference on Logistics and Industrial Engineering 2024, ICLIE 2024*, 1–7. <https://doi.org/10.1109/ICLIE61478.2024.11015395>

[24] Li, J. (2022). Research on the Modernization of University Financial Governance Based on the Framework of Governance System. *Frontiers in Business, Economics and Management*, 6(1), 65–70. <https://doi.org/10.54097/fbem.v6i1.2264>

[25] Liu, X. (2020a). Institutional governance in the development of private universities in China. *Higher Education*, 79(2), 275–290. <https://doi.org/10.1007/s10734-019-00409-0>

[26] Liu, X. (2020b). Institutional governance of Chinese private universities: the role of the communist party committee. *Journal of Higher Education Policy and Management*.

<https://doi.org/https://doi.org/10.1080/1360080X.2019.1662926>

[27] Mahajan, R., Kumar, S., & Agrawal, M. (2023). Online teaching effectiveness: Lessons from Indian universities during the Covid-19 pandemic. *Global Business and Organizational Excellence*, 43(1), 135–151. <https://doi.org/10.1002/joe.22207>

[28] Mitra, A., Sridhar, V., & Sarangi, G. K. (2024). Way leaves, rights of way and ducting policies for 5G mobile network deployment in India using international best practices. *Digital Policy, Regulation and Governance*, 26(2), 153–168. <https://doi.org/10.1108/DPRG-03-2023-0037>

[29] Mozin, S. Y., & Ngilu, R. (2023). Improving the Quality of Higher Education: the Role of Strengthening Institutional Capacity in Higher Education Transformation. *Public Policy Journal*, 4(2), 80. <https://doi.org/10.37905/ppj.v4i2.2114>

[30] Niedlich, S., Bauer, M., Doneliene, M., Jaeger, L., Rieckmann, M., & Bormann, I. (2020). Assessment of sustainability governance in higher education institutions—a systemic tool using a governance equalizer. *Sustainability (Switzerland)*, 12(5), 1–17. <https://doi.org/10.3390/su12051816>

[31] Nugroho, A. E. J. K., Utami, S. D., & Hidayat, A. (2025). Analysis of Student Contributions To the Sustainability of Universitas Sebelas Maret'S Green Campus Program. *GeoEco*, 11(1), 167. <https://doi.org/10.20961/ge.v1i1.95168>

[32] Pardal, A., Romeira, T., & Durão, A. (2020). Eco Green Campus: Challenges and Opportunities. the Study Case of Polytechnic Institute of Beja. *E3S Web of Conferences*, 171. <https://doi.org/10.1051/e3sconf/2020171010>

[33] Ruiz-Mallén, I., & Heras, M. (2020). What sustainability? Higher Education Institutions' pathways to reach the Agenda 2030 goals. *Sustainability (Switzerland)*, 12(4). <https://doi.org/10.3390/su12041290>

[34] S, P., Chun, C., & Pant, K. (2023). Examining the Impact of Green Finance on Carbon Emissions in India through Energy Consumption Optimization. *Qeios*, 5. <https://doi.org/doi.org/10.32388/2I929T>

[35] Sanjay Chaudhary; Shantanu Trivedi. (n.d.). Sustainability reporting and impact assessment at higher education institute in India. *Emerald Emerging Markets Case Studies* 2023. <https://doi.org/https://doi.org/10.1108/EEMCS-06-2023-0205>

[36] Shabbir, M. F., Danial Aslam, H., Oon, E. Y. N., & Amin, A. (2024). Optimizing corporate governance: unravelling the interplay of board structure and firm efficiency. *Cogent Economics and Finance*, 12(1). <https://doi.org/10.1080/23322039.2024.2396034>

[37] Sharma, D. M. (2022). Principles, Practice, and Policy Problems in the Financing of Higher Education in India. *International Journal of Innovative Research in Engineering & Management*, 1, 401–404. <https://doi.org/10.55524/ijirem.2022.9.1.84>

[38] Swain, B., Kerketta, S., & Dey, S. K. (2024). Environmental, Social and Governance (ESG) Reporting Practices in India: Evidence from Listed Power Sector Companies. *Journal of Commerce and Accounting Research*, 13(3), 44–54. <https://doi.org/10.21863/jcar/2024.13.3.005>

[39] Varghese, S. (2023). Is the Implementation of Sustainable Development at the Heart of the National Education Policy 2020 Vision? *International Journal for Multidisciplinary Research*, 5(3), 1–7. <https://doi.org/10.36948/ijfmr.2023.v05i03.2883>

[40] Vyas, S. (2023). Corporate Governance Practices in India: Problems & Importance. *International Journal For Multidisciplinary Research*, 5(3), 1–9. <https://doi.org/10.36948/ijfmr.2023.v05i03.2801>

[41] Vasilescu, R., Barna, C., Epure, M., & Baicu, C. (2010). Developing university social responsibility: A model for the challenges of the new civil society. *Procedia - Social and Behavioral Sciences*, 2(2), 4177–4182. <https://doi.org/10.1016/j.sbspro.2010.03.660>

[42] UGC(2025).https://www.ugc.gov.in/Bureaus/bureaus_details?GXF3MZfRKPvyEr3Dyrx%2B72Z0CHM0i9MWTgRb%2FOqCTV6spXkoFQSLa%2FD%2BALITS2c4

[43] Tata Institute of Social Sciences (2025). *Field action projects*. <https://www.tiss.ac.in/field-action/projects/>

[44] Gujarat University. (2023). *Community engagement and extension activities*. <https://www.gujaratuniversity.ac.in>

[45] IIT Madras. (2022). *Sustainability and renewable energy initiatives at IIT Madras*. <https://www.iitm.ac.in>

[46] Jindal Global University. (2023). *Digital governance initiatives*. <https://www.jgu.edu.in>

[47] Tata Institute of Social Sciences (2025.). *Field action projects*. <https://www.tiss.ac.in/field-action/projects/>

[48] TERI School of Advanced Studies (2025). *Academic programs in sustainability and climate change*. <https://www.terisas.ac.in>

[49] Times Higher Education. (2023). *World university rankings for sustainability*. <https://www.timeshighereducation.com>

[50] University of Delhi. (2022). *Environmental campaigns and green campus initiatives*. <http://www.du.ac.in>

[51] Tilbury, D. (2011). Education for sustainable development: An expert review of processes and learning. *UNESCO*.