

Exploring United Nations' PRME's Seven Principles in HEC Business Management Discourse and Pedagogic Moves: An Ecological i5 Framework

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ARTICLE INFO

Article History:

Received: January 22, 2026
Revised: February 18, 2026
Accepted: March 09, 2026
Available Online: March 30, 2026

Keywords:

UN's Seven PREM principles, i5 Moves, Corpus Linguistics, Business Management HEC Revised Curriculum (2025) and HEC-Recognized Universities Lesson Plans.

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ABSTRACT

The Business Management education curriculum is significant because businesses influence the environment and climate by more than 70% (Hertwich & Wood, 2018). Therefore, curriculum and pedagogic practices should impart knowledge about Eco-friendly Business Management among future business persons. This is an exploratory mixed-methods research design that uses the Seven PRME Principles, the i5 moves in the lesson plans, and the ratio of ecological sustainability content in the revised curriculum of the Higher Education Commission (HEC, 2025). Thereupon, the KWIC and Collocations reveal the underlying ideology of the curriculum. It is anchored in traditional commercial terms rather than incorporating management at a systematic baseline. Moreover, at the peripheral level, the curriculum tries to assimilate the UN Seven PRME Principles, but lexically it bends towards commercial and business activities more frequently. However, the lexemes, i.e. sustainability, environmentally, responsibility, economics and responsibility, are less frequent. Thereupon, it shows the disparities between the curriculum ideology and the PREM Principles. Moreover, i5 moves are also present in the lesson plans of the HEC-recognized universities of Pakistan. Pedagogically, they utilise the i5 moves during the semester week plans. This leads to the individual development of the learners, but it is not a part of the systematic baseline of the Business Management program. Hence, the internationally introduced UN Seven Principles and i5 moves are integrated at a peripheral level, and there is a need for more work in the relation of business management, eco-climate and strategic pedagogy to improve lives on this planet Earth.



1. Introduction

PRME declares the invigorated Standards of Capable Administration Training. Since the Standards for Responsible Management Education were launched in 2007, the world has changed significantly, and the need for accelerated action on sustainable development has never been greater. The Six Standards were revived to be more decisive and self-assured to persuade action as well as drive change. Moreover, a seventh Standard, 'Practice', was added to address Signatories' institutional tasks and the obligation to continuous learning by utilising mindful and responsible practices in their tasks. Furthermore, standards-based local areas have unitedly explored this moving, impacting world, managing new and more complicated difficulties and adding state-of-the-art answers to improve society and the planet. Mindful administration training has moved to the spotlight of worldwide discussions as a basic figure progressing feasible improvement comprehensively because of its effect on organisations of today and tomorrow. As these changes have brought PRME's role within business schools into greater focus, PRME has been accelerating its action on sustainable development (Goulven et al., 2023). Moreover,

Ecolinguistics draws on this perspective and emphasises how discourse can either sustain or harm ecological systems (Stibbe, 2014). Specifically, business management education and performance in these areas are linked to one another. A project, *"How Green is Your Business Degree"* (2022), was initiated to enhance the credibility and Knowledge about climate and the environment at the graduate level. Nicole Hartley from Queensland University viewed sustainability as retained by the students as a strategic command. Furthermore, they manage the fluctuations by mass at the global level, and there is a short course focus on the carbon utilisation and literacy program. The local universities also signed up with the United Nations *"Principles for Responsible Management Education"*, and funds are allocated by the Australian Business Dean Council to review the curriculum about climate action. Thus, curriculum investigation is equally as important as the teaching practice and a new framework in pedagogy is introduced named i5.

The Significant Five (i5) Structure for Creating Mindful Pioneers is an understudy-focused comprehensive teaching method whose systemic methodology can be traced back to the earliest starting points of educating and learning practice, and this across numerous local, social, philosophical, and even old-style customs. Looking for influence in any instructive undertaking — here comprehended as the viable and productive passing of significant and groundbreaking information, abilities, mentalities, and ways of behaving starting with one age and then onto the next — has forever been the focal concern and objective of instructors. However, it is because the result of high-effect practice has consistently missed the mark regarding the commitment that the i5 System is the gladly received and inventive methodology that it is (Blair, 2024). Thus, education in the business management field and the practices of teaching and learning are significant to inquire into because these are the prime platforms where disciples gain intellectual training and implement in the real practical field.

1.1 Statement of Problem

The Business School of Management Education curriculum is significant because businesses are influencing the environment and climate by more than 70% (Hertwich & Wood, 2018). In this respect, Business Management Education assists prospective business persons in performing business activities properly. Furthermore, this is possible in the case of the proper guidance and training of the learners in the management sector regarding the environment and the impact of their business on climate. Therefore, there is a need to recheck the curriculum and pedagogic practices to impart knowledge about Business and Eco-friendly Business Management among future business persons. Moreover, climate is changing more frequently around the globe, and human activities are directly or indirectly related to it. Thus, it is necessary to take the initiative and

provide proper, updated business management education and skills to make business eco- and climate-friendly.

1.2 Objective

The proposed research seeks to answer the following objectives:

1. To explore the Seven Principles of PRME present in the undergraduate Business School of Management Education curriculum.
2. To identify eco-linguistic features in the undergraduate Business School of Management Education curriculum.
3. To inquire about the i5 moves educators/teachers used at the pedagogic level in the undergraduate Business School of Management Education.

1.3 Research Questions

The proposed research seeks to answer the following questions:

1. How are the Seven Principles of PRME present in the undergraduate Business School of Management Education curriculum?
2. What is the extent of Eco-linguistic course content included in the undergraduate Business School of Management Education curriculum?
3. What i5 moves do educators/teachers use at the pedagogic level in the undergraduate Business School of Management Education?

1.4 Scope and Significance of the Study

The scope of this research extends to various fields, and at the prime stage comes the Business Management Education and PRMEs projects related to protecting the environment aims to minimise the climate change ratio. In this respect, Management Education, with the support of the United Nations Global Compact, provides opportunities for this sector to align its practices with the Sustainable Development Goals. Furthermore, it supports the fourth SDG called Quality Education and the thirteenth called Climate Action. These are linked to one another because the proper knowledge and training provided to prospective business persons not only lead to the proper growth of the business but also to the protection of the environment and ultimate impacts on the climate. This is significant for the curriculum designer and the teachers and students, along with the institutions, to reflect the progress in their professional areas and the students' ideology in the field of business and its impact on climate and the environment also. This is an addition to the existing field of knowledge and, at the educational level, beneficial for the business school students. It may raise critical awareness among policymakers, curriculum designers, learners, instructors and project designers.

2. Literature Review

2.1 Reports and Projects in Business Education

A project “*How Green is Your Business Degree*” (2022) is initiated to enhance the credibility and Knowledge about climate and environment at the graduate level. Nicole Hartley from Queensland University viewed sustainability as retained by the students as a strategic command. Furthermore, they manage the fluctuations by mass at the global level, and there is a short course focus on carbon utilisation and literacy programs. The local universities also signed up with the United Nations “*Principles for Responsible Management Education*” and funds are allocated by the Australian Business Dean Council to review the curriculum about climate action.

“*Greenwashing Inquiry*” (2023) is an online report submitted to the Senate Committee on Environment and Communications. Greenwashing refers to the production of environmentally friendly products, but there is a distortion in the business market because the discrepancy between product production and their nature does not fulfil the criterion of environmentally friendly. Moreover, customers are turning away from buying such products from the market because they cost extra money. There arises the responsibility of the government to make possible the flow of science-based information into the business sector. Thus, ABCD declared a commitment to cooperate with the council about the development of a business curriculum in the Australian context and develop carbon literacy.

2.1.1 Climate Concerns and Business Curriculum

This web-based event planned to take part in a multi-partner discourse, with the scholarly world, organizations, students, civil society, and the state-run administrations of the Eurasian region, to create proposals on the future of sustainable business and board training in the lead-up to the COP. This was finished by perceiving the special topographical and social associations these nations have and shared interests for environmental change alleviation and transformation. Furthermore, Occasion Result Record: Multi-Partner Suggestions for Capable Administration Training in Eurasia Coordinated by the Maintainable Kazakhstan Exploration Establishment at Narxoz College in organization with PRME Section Eurasia, the PRME Secretariat, Minstrel School, Business colleges for Environment Administration Africa, Focal Asian Local Natural Community (CAREC), the Unified Countries Instructive, Logical and Social Association (UNESCO), and the Assembled Countries Worldwide Reduced Organizations in Azerbaijan and Kazakhstan. Foundation

1. Suggestions for states (counting schooling services) and higher education organizations for making aggressive environmental responsibilities in their approaches, methodologies, and educational plans.
2. Proposals for business on how advanced education and the private sector can team up to speed up the SDGs and make a striking environmental move together (i.e. through applied research projects).
3. Suggestions from students for the above two classifications (business and higher ed), on what are necessities and needs of the up-and-coming age of business pioneers concerning green abilities and green positions. This part will likewise be informed by the results of the UN's Advanced Education Maintainability Drive (HESI) Student Activity Gathering occasion during the Undeniable Level Political Discussion (Duprey et al., 2024).

In 2024, Sharing Information on Progress (SIP) reports sorted reactions as either items or accounts. Be that as it may, community input highlighted that this wording was confusing, with muddled differentiations between the two what's more, vulnerability about when to utilize each. This year, with an end goal to address this input, reclassified 'items' and 'stories' under a solitary class: proof. Likewise, new proof types like courses, publications, and grants, and that's only the tip of the iceberg, to enhance how Signatories exhibit influence and set out additional open doors for people across the foundation to contribute. All proof currently exists in a brought-together proof vault, giving clearer direction on what to submit and making the cycle more direct (Secretariat, 2025).

2.1.2 Ecolinguistics and Climate

Effective strategies of communication to convey the proper message on climate change. Moreover, the communication barriers and strategies used to elicit the desired response from the audience. The findings reflect some strategies of communication and suggest the use of updated

language to communicate on climate change (Kaushal et al., 2022). Furthermore, a study in Ecolinguistics in the pedagogical field aims to find out the quantity of the language learner's awareness about English as a foreign language. The researcher developed a mixed-method approach to find out the answers to the investigative questions because of the absence of an instrument. Similarly, convenience sampling was used, and two hundred samples at the intermediate level were used to explore the problem and fill out a questionnaire. The participants were then exposed to the discourse on ecology in the textbooks of English at the pedagogical level. Thus, the findings show teachers may take help from "Exploratory Factor Analysis" and its components to add content regarding the environment in the textbooks of English at the intermediate level. At the pedagogical level, they may also take help from it to improve their methods of teaching and enhance student learning (Samvati et al., 2023).

The English language is used at the global level in different cultures, and it produces variations at the linguistic level. A corpus-based investigation is conducted on African and Asian English to find out "Stance Makers: Hedges, Boosters, Attitude Makers and Self-mentions" in "New Englishes" on climate change content. Furthermore, the data analysis under the software named "AntConc" shows various frequencies and usages. The findings reflect similarities in the use of the English language within the same continent (Angwah, 2022). Moreover, Indonesian textbooks on the language used by the speakers at the foreign level are investigated to find out the issues in the environment. The research method is qualitative, and the data examination technique used is a document analysis of the selected seven books. Thus, the findings represent the material present in the textbook on environmental issues (Pratiwi et al., 2021). It highlights that the use of language to discuss climate issues remains the same, but the researcher highlights the salient features and functional language used by the ecologists in climate discourse to remind the environmental and climatological issues and create awareness.

The content on the environment in the textbooks of language in Indonesia is investigated to find out at the Menengah Atas/Sekolah Menengah Atas (Senior High School level. Moreover, the language structure under a qualitative paradigm and uses a descriptive method to find out the environmental information in the language textbooks. The findings represent the shortcomings in the language textbooks on the environment at the matriculation and intermediate levels. Thus, this also reflects that the language used in the textbooks is superficial and artificial (Putra, 2023).

2.2 Theoretical Framework

2.2.1 Principles for Responsible Management Education: Seven Principles (2023)

The establishment of advanced education aims to make ready individuals to serve society and shield our planet with their work in and for associations. Grounded in the standards of sustainable development. Furthermore, all individuals reserve the privilege to live with pride and to address their issues without compromising the capacity of people in the future to meet theirs. Mindful administration schooling, thus, tries to foster individuals who will assist their associations with making comprehensive thriving while at the same time advancing opportunity, equity, and harmony inside regenerative and strong natural environments.

The dependable leaders look forward and back as they live in the present. Looking forward, they are mindful of the current and people in the future as well as all life in the world. Thinking back, they are responsible for their moves, those made and those kept away from. Thus, Responsible Management and Education provide the seven principles given below to empower the world through mindful administration practices.

1. Purpose: We advance dependable administration training to encourage comprehensive success in a universe of flourishing environments.

- 2. Value:** Organizations are responsible for their activities and impact upon planet Earth and accountable in the same way in front of society also.
- 3. Teach:** Curriculum and pedagogies are transformed and redesigned to assimilate responsible management and practices.
- 4. Research:** We concentrate on individuals, associations, organisations, and the condition of the world to move capable administration and instruction practice.
- 5. Partner:** This engages people from government, academia and business to bring advancements in education and management practices.
- 6. Practice:** It concentrates on the adoption of responsible and accountable principles into the practices of governance and management.
- 7. Share:** This shares their triumphs and disappointments to empower aggregate learning and best experience our common qualities and reason.

2.2.2 Ecolinguistics: Towards a New Harmony (Zhou, 2017)

Ecolinguistics pursues the interaction between language and ecology, offering a new role for linguistics. It provides an important account of how the discipline connects linguistics and ecology and also how linguistics can reorient itself as part of the life sciences. Central to Ecolinguistics proper are the core concepts of language, the environment, and the interaction between them. The concepts are essential because they show the interdependency of language, mind, and the living world (Cowley, 2024).

By thinking carefully about such concepts, one can strive to reunite the world of living nature with that of human society and its technologies. Indeed, a growing body of literature argues that Eco linguistics can contribute to the life sciences (Steffensen & Fill, 2014). Accordingly, there is a new consensus that, on one hand, science is not overridden by non-science in that form, and humans are an intrinsic part of the scientific enterprise. Thus, Ecolinguistics provides the link between language and life sciences and provides a platform to address the issues of environment and climate through language.

2.2.3 Ecolinguistics: Language Ecology and the Stories We Live By (Stibbe, 2015)

Language in the environmental discourse inspires human beings to act in a certain manner. Thereupon, the content in the environmental writings stimulates the cognition and behaviour of the inhabitant either positively or negatively. This influences living beings either to protect the environment or destroy it. Furthermore, this also criticises the unfriendly eco-language in the writings on the environment through eco-criticism. Thus, Ecolinguistics not only despises the language opposite to environmental protection but also assists in the search, formation and use of environment-friendly language.

Ecolinguistics provides various patterns in language and the manner these patterns link and influence the attitude of human beings towards the environment accordingly. Moreover, this focuses on the “Stories-We-Live-By” along with the analysis of the mental models because it reflects the environmental challenges. Furthermore, the influence of the language used to represent these events on the mind and behaviour of human beings. Thus, language serves as a tool to build an environment and reshape it based on ideas. The ideology in the ecologists’ discourse possesses the potential to affect human behaviour and bring the forgotten discourse on climate and environment into light.

2.2.4 Environmental Communication

The relationship between language and environment is studied in “Environmental Communication”. This reflects the manner of communication about the ecosystem and its long-lasting impacts on the environment. Furthermore, ecocriticism shows the relationship between cultural artefacts such as language in literature and the influence on the environment. Furthermore, the term Ecolinguistics, used in the 1990s, relates to the work of Einar Haugen in the 1970s related to ecology. However, in the Humanities and Social Sciences, Ecolinguistics deals with the investigation of the interaction between language and texts about the environment. Thereupon, the representation of the environment through language is a matter of research in this discipline. Thus, the portrayal of the environment through the selected use of words in a language reveals the facts and impacts on the environment.

The section “Eco” from the term Ecolinguistics represents the relationship of human beings to make the environment sustainable for life to exist on this planet. The rest of the piece of the term “Linguistics” deals with the critical analysis of the stories about the environment at the linguistic level. Thereupon, the theorist derived an Ecolinguistics approach to dissect the complex stories of life on this planet Earth. There are different supportive theories to the “Ecolinguistics Approach”, such as “Critical Discourse Analysis.

2.2.5 Ideology and Discourse (Stibbe, 2015)

Ecolinguistics deals with the “Negative, Positive and Ambivalent Discourse”, and these discourses are concerned with various aspects. “Negative Discourse” studies economic development along with consumerism. However, “Positive Discourse” develops environment-friendly discourses. Furthermore, the analysis is initiated by the collection of texts either from the official website, textbooks, assessment reports on the environment or speeches. Moreover, a text is analysed at the linguistic level to disclose the stories and the underlying ideas through the investigation of the linguistic features. These are discussed as follows:

- Vocabulary: (the connotative meaning, pronouns & modal use)
- Word Relationship: (Synonyms, Antonyms & Hyponyms)
- Structure at Grammatical Level: (Nominalisation & voices)
- Transitivity and Presupposition: (Process & Participant)
- Clause Relationship: (Reason, Consequences & Purpose)
- Figurative Language: (Irony, Metaphor & Metonymy)

This may reveal the ideologies underlying the discourse and then compare them with the philosophy of ecosophy about harmony in the environment. Ideology will be positive if it is consistent with ecosophy and vice versa. Furthermore, at the next level of judgment, the discourse is compared pragmatically with the “Destructive” against the philosophy of harmony in the ecosystem. “Ambivalent” is coherent and contradicts the philosophy of ecosophy, and the “Beneficial” discourse represents the coherence between writing and ecosophy strongly. Hence, the last stage in this analysis is to show the sort of discourse, either one of the mentioned types or create awareness, write constructively and promote the inquired discourse based on the types respectively.

“Re-Minding” deals with a significant section of life erased either implicitly or explicitly and reconsiders this area in discourse again. Furthermore, the important pieces of information to be discussed in the discourses are erased, and in this manner, these exclusive pieces of discourse go into the shadow and lose attention. Therefore, this approach assists in reconsidering this forgotten area of life through discourse and brings it back to light for rethinking. Moreover, “Salience” refers

to the story dealing with an important area of life, and this is in the mind of the people. “Salience Pattern” reflects these shadowed areas of life either through linguistic or visual representation. Hence, these linguistic features include transitivity, focus and metaphors to reveal these patterns.

2.2.6. i5 Framework

Figure No 1. i5 Signature Moves in Pedagogy

Characteristics	Signature Moves			
Make Learning Meaningful	Role Modeling Demonstrating responsible leadership competencies in observable ways that students can understand and possibly emulate	Personalizing Attuning to current students' backgrounds, interests and needs and giving them more agency to design their learning	Surfacing Uncovering the values, norms and biases that exist in ourselves, ideas, societies, and systems	Dignifying Honoring and supporting the identities and perspectives of minoritized and marginalized groups in your context
	Delighting Infusing fun, surprise, wonder, and celebration into the teaching and learning experience	Sensing Providing space for students to notice and navigate a range of emotions within themselves and others	Contemplating Guiding students in reflection about their inner, spiritual, and physical selves through contemplative practices and meta-reflection	Rippling Enabling students to grasp the profound impact of individual and collective actions in an interconnected world
Develop Supportive Social Interaction	Communitizing Establishing a community in which students can engage with each other in healthy, trustworthy, and productive ways	Braving Guiding students to bravely engage in controversial topics, complex experiences, and difficult conversations	Bridging Connecting students to different cultures, disciplines and perspectives in ways that broaden and clarify their understandings	Teaming Organizing group experiences that explicitly develop students' critical communication and interpersonal skills
	Animating Incorporating activities that focus students' attention, energize them, or ask them to perform an action that invites them to physically move in their space or surroundings.	Authenticating Expose students to real-world issues and engage them in experiences that are authentic to their current and future realities.	Linking Building meaningful links and relationships between students and industry professionals, businesses, community organizations, and others	Teching Creating opportunities for your students to use technologies in effective and healthy ways
Facilitate Active Engagement	Exploring Designing open-ended, sometimes ill-structured, learning experiences where students are encouraged to mess about, experiment with ideas, and take calculated risks.	Prototyping Embedding cycles of ideation, development, drafting, feedback and revision into assignments and learning experiences.	Revisiting Going back to artifacts of students' thinking about a topic over time to reveal the progression of their understanding throughout a learning experience	Compassing Decentering testing and summative grading to focus more on the student learning journey.

Note: This figure shows the i5 framework is based on rich educational theory and practice. From “*Situating PRME’s Impactful Five (i5) in the Landscape of Higher Education Pedagogy Bridging Theories, Principles, and Practices*” (Blair, 2024).

3. Research Methodology

This is an exploratory mixed-methods research design that uses both qualitative and quantitative paradigms to investigate the seven PREM principles, the i5 moves in the lesson plans, and the ratio of ecological sustainability content in the revised curriculum of the Higher Education Commission (HEC, 2025).

Research Data (A): Moreover, the data is selected from the official online digital database of the HEC. Specifically, this is the revised program of Business and Management Education by the Higher Education Commission Curriculum Department (2025). Furthermore, the sampling technique is used to take samples from the data, and it is called purposive sampling. In particular, the Business Management course outlines would be included, while excluding all other general course outlines, such as Pakistan Studies.

Research Data (B): This is the second set of the data/corpus called the lesson plans selected from the three different universities of Pakistan. Specifically, this lesson plans research data comprises both distance learning and face-to-face learning programs. Furthermore, this selection is based on the purpose to include both the distance and physical daily going students. Moreover, these universities are named *Punjab University (Planning, Organising, Leading, Controlling—POLC framework)* and *National University of Science and Technology (NUST)*, and they design their lesson plans based on the problem-solving method and metrics of professional development. Thus, the third and last university selected for the lesson plan design is Virtual University of Pakistan (VU). This university designed lesson plans specifically to refrain from the hectic physical weeks and monitor students through a strict administrative system.

Curriculum Corpus: The undergraduate course outlines are then converted into a plain text (txt) file to be analysed through a software called AntConc (Version: 4.3.1) (Anthony, 2024).

Node in Corpus Linguistic Analysis: This is the target word or phrase, a kind of central term in the analysis to discover the vocabulary and pattern. Moreover, in this analysis, there are three *Nodes* based on the objects to answer the research questions.

A) Concordance and Wildcard Asterisk: This is called a pro-tip in corpus linguistic analysis to explore the frequency of the *Core Node* in the text, i.e. “*sustainab*”. This technique may assist in identifying the values, ethics and sustainability according to the PREM in the selected corpus of the HEC revised 2025 curriculum for Undergraduate Business Management Education.

B) Collocation and Eco-Business Content: Business education, values and ecosystem are linked to each other inadvertently. Therefore, human activities, whether in business or daily life, are derived from a specific ideology and educational curriculum plays a significant role in guiding the mind paradigm of the people. Thus, the *Core Node* to find the Eco-linguistic content in the Business Management Education at the undergraduate level is “*environment, resource*”. Collocation assists in exploring the neighbouring words with the *Node (resource and environment)*, and it makes the situation clear in educational ideology extending to the minds of the disciples of business management and education.

C) Lesson Plans and i5 Moves Nodes: The core *Nodes* are selected based on the i5 moves such as “*reflect, purpose, assess & design/solve*”. These nodes are analysed out of the lesson plans to discover the pedagogic moves used to promote the Eco-linguistic ideology among the future business youth.

D) Deductive Qualitative Coding and Theoretical Application: Lastly, the whole data is encoded manually to explore the recurring themes in the selected HEC Undergraduate Curriculum (2025) of Business Management and Education. It requires seeing the structure, vocabulary, clause relationships, and word semiotic links. Hence, it proves beneficial to find out the ideology of the curriculum in the selected educational corpus.

4. Findings & Discussion

4.1 Seven Principles of PRME and HEC Revised Business Management Curriculum (2025)

The Key Word in the concordance analysis of the revised curriculum of the Higher Education Commission based on the discipline of Business Management Education (2025) reflects the United Nations Seven Principles for Responsible Management Education. It highlights the presence of main elements, i.e. “*sustainability, responsibility, environment, social, ethics, global and society*” in the curriculum and learning outcomes. However, the ratio of each concept is different in the context; the (N+1) lemma sustainability is used in the business context at a more frequent ratio, and the (N-1) reflects the context is ethic, assessment and environment. Moreover, the lemmas

“responsibility, ethics and society/social” are used in one another's context. The (N+1) context of these lemmas is primarily business. Secondly, they are used in media marketing and ethical consideration and very rarely is the “Environmental Economic Green Marketing” phrase present. Although the ratio of this phrase is quite low in the curriculum, it shows the ideological shifts in the curriculum design because of climate-related environmental shifts. The (N-1) reflects the business and social corporate ethic, assessment and evaluation, marketing, ethical identity, E-Technologies ethics and very rarely “Environmental Green Marketing Economics and Branding”. Hence, it highlights the purpose of the business education system as they revised the curriculum and tried to incorporate the “Environmental Green Marketing Economics and Branding” but rarely and mostly in the business context.

Table 1. Seven Lemmas KWIC Analysis in HEC Revised Business Management Curriculum (2025)

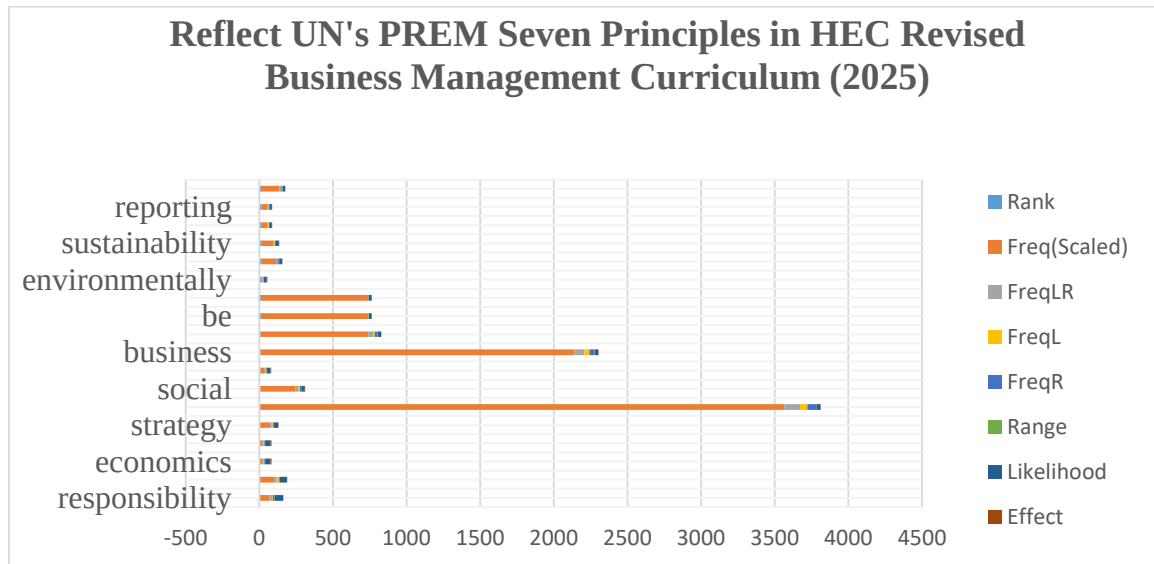
Bachelor of Business Administration (BBA).txt	Institutions FinTech and Blockchain for Business Fundamentals of Business Management	Global	Business and Trade 9 HEC CURRICULUM BOOKLET – BUSINESS & MANAGEMENT 2025 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. Globalisation
Bachelor of Business Administration (BBA).txt	Analytics Business Communication Business Intelligence and Decision Support Systems Business	Ethics	Business Law Business Math and Stats Corporate Finance Digital
Bachelor of Business Administration (BBA).txt	for Business Remote Work and Digital Collaboration Supply Chain Management	Sustainable	Business Practices Total Quality Management 1.5.4 Internship/Field Experience Requirement
Bachelor of Business Administration (BBA).txt	studies in business and management. It develops competent and socially	responsible	business professionals, fosters innovation and critical thinking in managerial
Bachelor of Business Administration (BBA).txt	business education clusters with numerous courses to choose from. 7. Ethical,	Social,	and Environmental Responsibility. The programs aim to instil a
Bachelor of Business Administration (BBA).txt	to prepare students for the dynamic and competitive global business	environment.	The BBA curriculum encompasses a broad spectrum of general.

Note: AntConc (Anthony, 2024) version (4.3.1) is used to devise this table based on the Lemmas derived from the PREM Principles, i.e. “sustainability, responsibility, environment, social, ethics, global and society”. It reflects the United Nations’ Seven PREM Principles in the Revised Curriculum of the Higher Education Commission of Pakistan in the discipline of Business Management Education at the Undergraduate level.

There is more need to incorporate environmental protection business management strategies into the curriculum of business management. Because human activities inadvertently have a significant impact on the environment and climate. Moreover, education is such a powerful tool, used to shape the mind paradigm of the youth and prospective business persons. Hence, the ideological paradigm in the curriculum is tilting towards “Green Marketing”, but there is still a need for the inculcation

of environmental protection strategies in the Business curriculum for the healthy growth of both the economy and environment.

Graph 1. Seven Lemmas KWIC Analysis in HEC Revised Business Management Curriculum (2025)



Note: This graph represents the lemmas “sustainability, responsibility, environment, social, ethics, global and society” based on the United Nations’ Seven PREM Principles in the Revised Curriculum of the Higher Education Commission of Pakistan in the discipline of Business Management Education at the Undergraduate level.

The collocation analysis of the selected lemmas reveals the highest frequency for “Business” (69), followed by “marketing” (32), while “environmental” has the lowest frequency compared to the other two concepts. Furthermore, it shows the (3.720) effect at the environmental level. Moreover, it also highlights the distinct lexical preferences in the educational corpus, i.e. the higher frequency of terminologies such as *marketing* ($f=32$) < *business* ($f=69$) as compared to *environment* < ($f=7$). Moreover, the effect size of these remains lower, i.e. $(0.872) < (1.308)$. However, the effect size of the lemma *environment* is greater than *marketing* and *business* (3.720). Vividly, the lexical bonding and attraction in the educational corpus are higher as compared to the other *Core Nodes* (*sustainab*|responsib*|environ*|social|ethic*|global|societ*). Hence, the lemma *environment* as a term is exclusively more highlighted and cast more effect in the curriculum.

Figure 2: Core Lemmas in the HEC Revised Business Management Curriculum (2025)

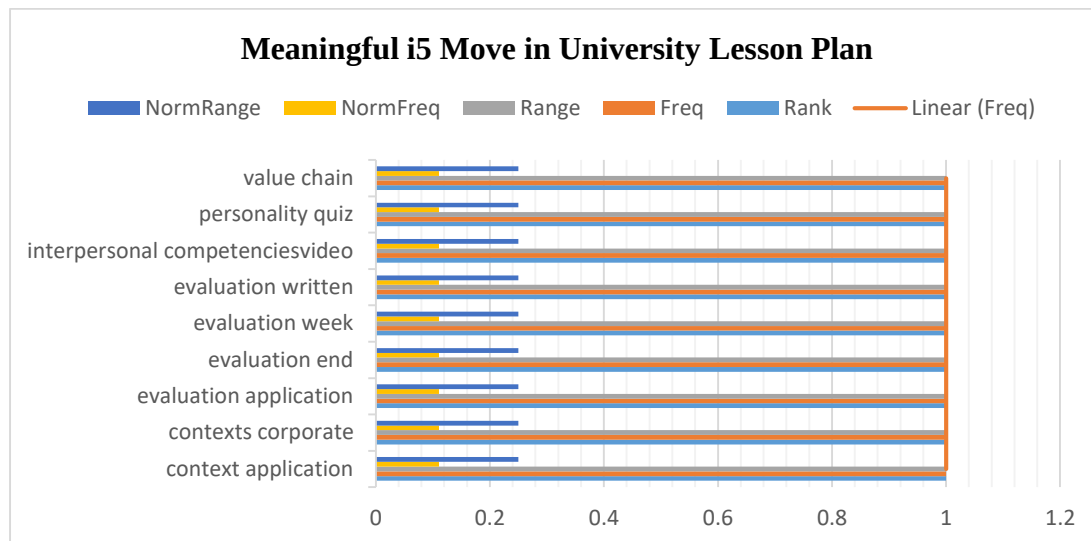


Note: This is the word cloud devised with the aid of AntConc (Anthony, 2024), version (4.3.1, a software used for corpus data analysis. The figure on the left side shows the more frequent highlighted lemmas and KWIC, i.e., management, business, and marketing, whereas the less frequent word is environment. The figure on the right side reflects the more prominent words are

business and marketing, and environment is used with the collocates, i.e. branding, practice, media, but the collocates of business are social, corporate, strategy, sustainability and responsibility.

4.2 The i5 Moves and Business School of Management Education (2025) Lesson Plans

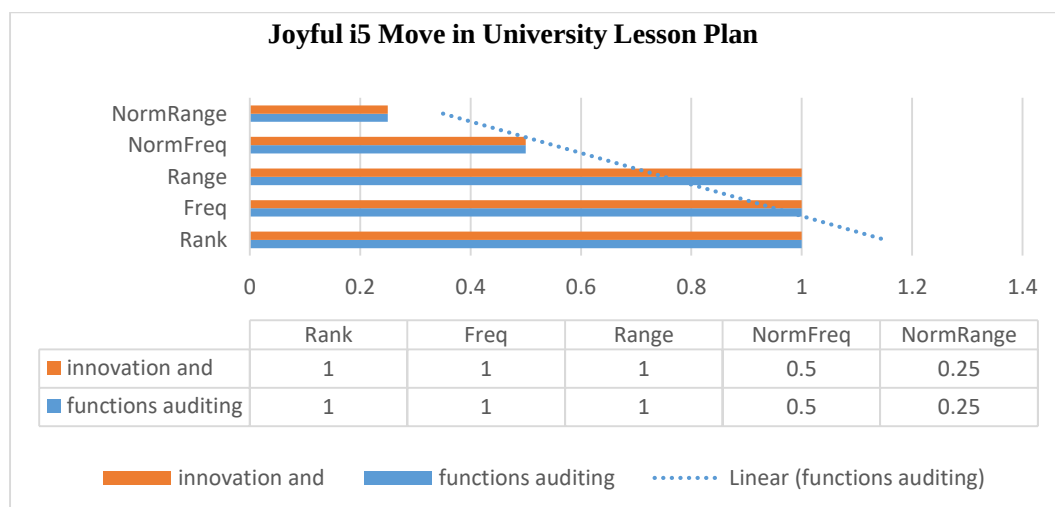
Graph 1. i5 Moves *Meaningful* in the Lesson Plans of the HEC-Recognised Universities.



Note: Graph No. 1 reflects the cluster of the first i5 move in the lesson plans of the HEC-recognised universities in Pakistan.

The cluster and collocation analysis of the lesson plans of HEC-recognised universities in Pakistan reveals homogeneous frequencies of sub-moves in the first i5 pedagogic move ($f=1$). These sub-pedagogic moves are vividly reflected in Graph No. 1. Furthermore, the uniform normal frequency (0.11) and normal range (0.25) reflect various dimensions of meaningful learning are present in the syllabus of Business Management but isolated. Thereupon, the linear frequency reflects the checklist is used by the universities at the pedagogic level, but it is incorporated at the weekly lectures level. Hence, this technique needs to be used at the curriculum development level and in this manner, the baseline can be made stronger.

Graph 2. i5 Moves *Joyful* in the Lesson Plans of the HEC-Recognised Universities

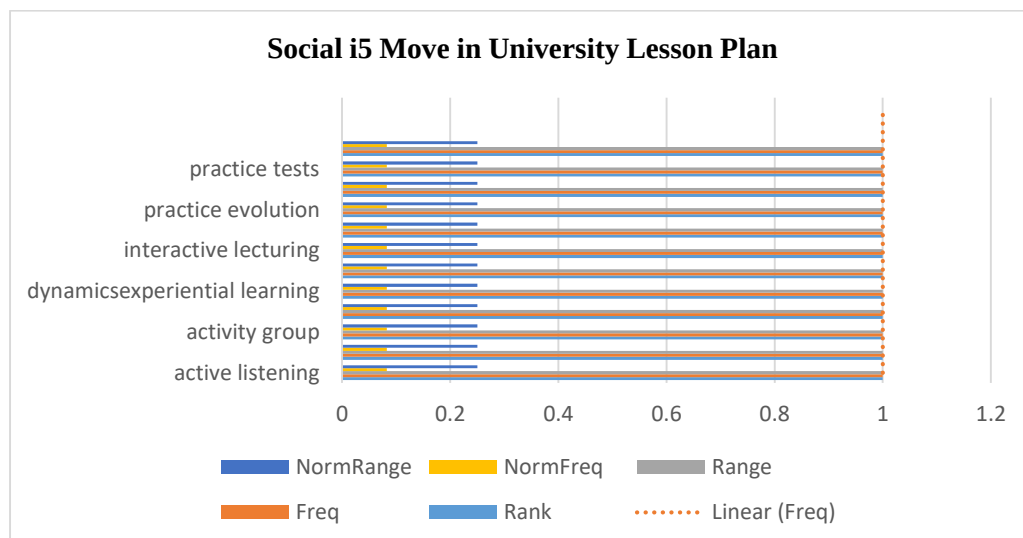


Note: Graph No. 2 reflects the cluster of the second i5 move in the lesson plans of the HEC-

recognised universities in Pakistan.

This reflects the identical raw frequencies, range, and ranks of both “*innovation and function auditing*”. Pedagogically, these two concepts are uniformly integrated into the teaching process in the HEC-recognised universities of Pakistan but at the individual level. Hence, it should be incorporated at the programmatic level in the Business Management curriculum of Pakistan.

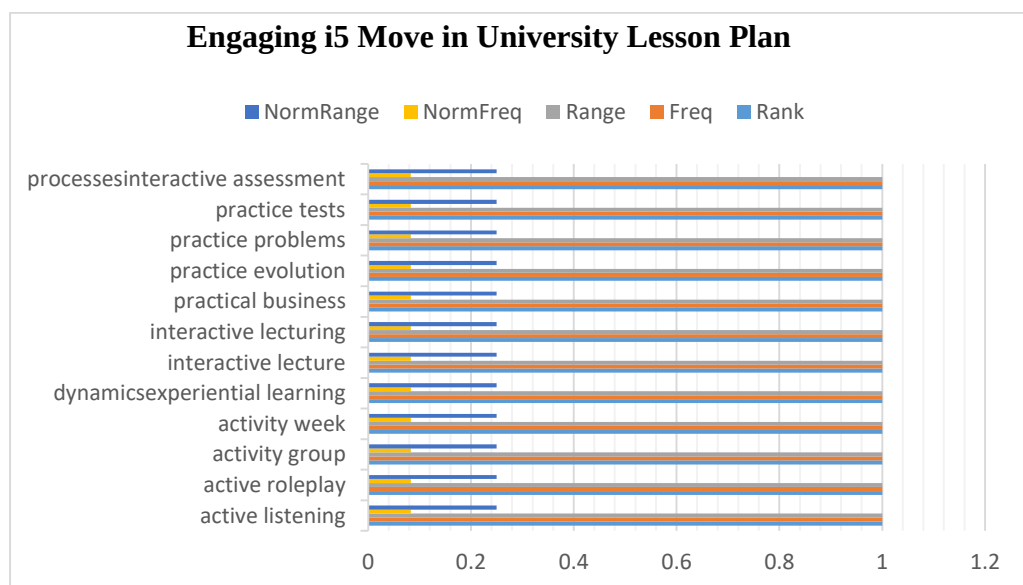
Graph 3. i5 Moves *Social* in the Lesson Plans of the HEC Recognised Universities



Note: Graph No. 3 reflects the cluster of the third i5 move in the lesson plans of the HEC-recognised universities in Pakistan.

The third i5 move is clearly represented in the graph and can be achieved through *group discussion* ($f=2$). Moreover, the other aspects, i.e. *building*, *peer review* and *group projects*, are at a lower frequency than group discussion. Hence, group discussion secures a central position in social learning through collaboration and verbal communication. Assessment and the writing of the projects are treated as a secondary element in this pedagogical process.

Graph 4. i5 Moves *Engaging* in the Lesson Plans of the HEC Recognised Universities

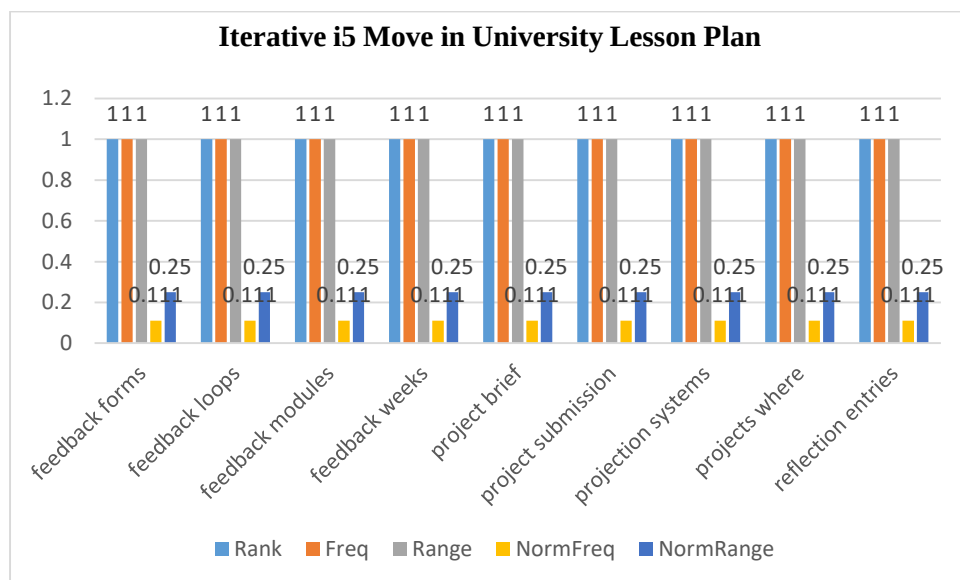


Note: Graph No. 4 reflects the cluster of the fourth i5 move in the lesson plans of the HEC-

recognised universities in Pakistan.

The cluster and collocation analysis of the fourth i5 move in the lesson plans corpus reflects the uniform mathematical range and frequency of the *engaging* move. It shows the sub-activities reflected in Graph No. 4 are used during the semester timeline. However, these activities are specifically designed at the semester pedagogic level but as part of the deep-rooted curriculum level.

Graph 5. i5 Moves *Iterative* in the Lesson Plans of the HEC Recognised Universities



Note: Graph No. 5 reflects the cluster of the fifth i5 move in the lesson plans of the HEC-recognised universities in Pakistan.

Iterative is the fifth i5 move in the lesson plan corpus, and the cluster analysis reveals the uniform mathematical range and frequency. This uniformity reveals the activities, i.e. feedback, student assessment and concept building through language usage. Hence, it is used solely as a week plan as part of the semester pedagogic system, but an integral part of the curriculum of Business Management education.

5. Conclusion

The prominent ideology deduced both from the qualitative and quantitative corpus data of Business Management curriculum and lesson plans is business marketing. Business strategies, marketing and social integration are central to the curriculum HEC revised (2025). However, green marketing and the environment are used in the marketing context. Particularly, human activities are having a significant impact on the environment and climate. Business, human activities, environment and climate: these entities are inadvertently linked to one another. Moreover, education is a powerful tool to shape the young brains of prospective business youth. Hence, the proper inculcation of environmental sustainability and climate protection strategies in business education makes it more beneficial at commercial and environmental levels. Although the green business marketing concept is introduced in the business curriculum, but at a lower frequency and in the marketing context.

This is a positive step towards the introduction of the green concept in the curriculum of business management. Thereupon, the United Nations Seven PRME Principles application on the HEC revised (2025) curriculum corpus and the *KWIC and Collocations* reveals the underlying ideology

of the curriculum. It is anchored in traditional commercial terms rather than incorporating management at a systematic baseline. Moreover, at the peripheral level, the curriculum tries to assimilate the UN Seven PRME Principles, but lexically it bends towards commercial and business activities more frequently. However, the lexemes, i.e. *sustainability*, *environmentally*, *responsibility*, *economics* and *responsibility*, are less frequent. Thereupon, it shows the disparities between the curriculum ideology and the PREM Principles. Moreover, i5 moves are also present in the lesson plans of the HEC-recognized universities of Pakistan. Pedagogically, they utilise the i5 moves during the semester week plans. This leads to the individual development of the learners, but it is not a part of the systematic baseline of the Business Management program. Hence, the internationally introduced United Nations Seven Principles for Responsible Management and Education and i5 moves are integrated at a peripheral level, and there is a need for more work in the relation of business management, eco-climate and strategic pedagogy to improve lives on this planet earth.

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