



GL BAJAJ

Institute of Management & Research. PGDM Institute

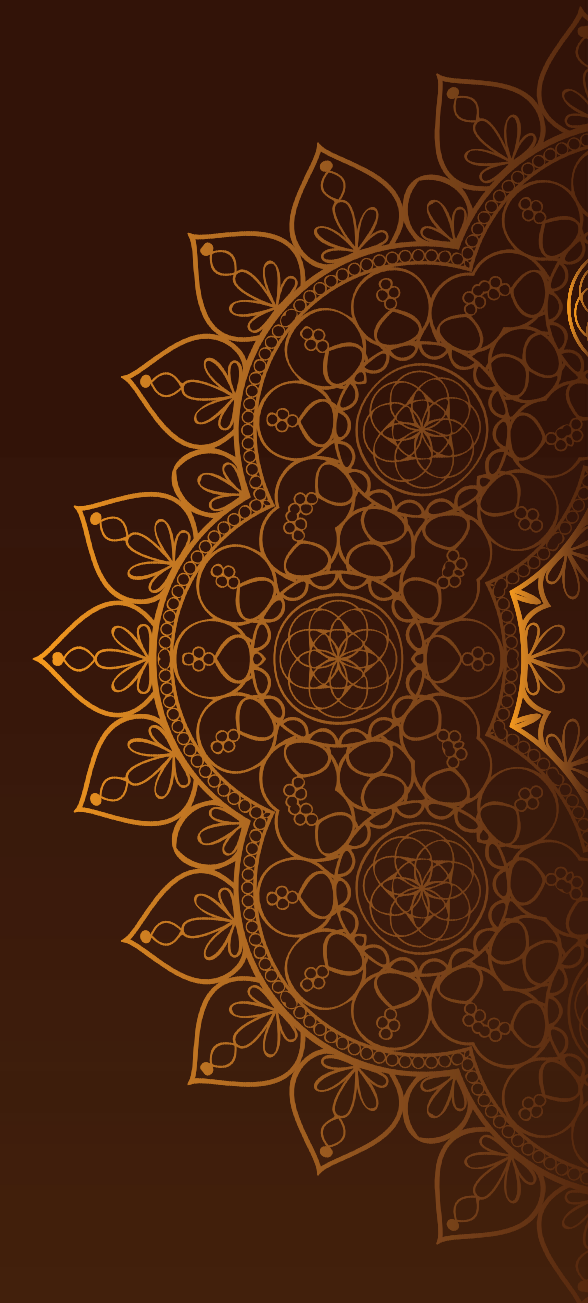
FIND YOUR SPARK

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BEST PRACTICES

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GL Bajaj Institute of Management & Research. PGDM Institute

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Best Practices

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Fifteen years ago, G.L. Bajaj Institute of Management & Research, PGDM Institute thought of offering best higher education to the students who intend to make a promising career in the areas of management. The associated stakeholders of the institute knew that it would take much hard work, immense time, and efforts to settle into management academia, research with peculiar emphasis on corporate expectations and bridging the gap between academia and industry. GLBIMR is grateful to many people out there, who believe that this institute can act as a catalyst for students' growth and development.

The Best Practices at G.L. Bajaj Institute of Management & Research, PGDM Institute compiled in this book reflect the synergy of management team, faculty, staff, parents, and students. The learner centric approach with increased emphasis on innovative pedagogy, quality leadership, corporate understanding, entrepreneurial initiatives, knowledge and skill development has opened new doors of opportunities for our students in corporate and academia. Through our best practices we nurture value-based leaders to shape the destiny of organizations by their untiring efforts, ignited passion, diligence and adaptability. The institution remains aspirational to thousands of young minds who wish to be a part of the GLBIMR ecosystem, which is synonymous with enviable growth and innovation. Indebted to all the people who have instilled an unshakeable belief in the institute and have encouraged us to evolve as winners by constantly embracing changes.



Best Practices

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I joined GLBIMR to pursue PGDM in 2010. The management practices and courses taught here changed my life completely and helped me in providing clear goals and direction for the rest of my career. I always ensure that I actively engage in all the alumni activities for coaching the aspiring management professionals and helping them to develop leadership skills.



”

Rachit Srivastava
Vice President
BlackRock , Scotland, United Kingdom
PGDM Batch 2010-12

Student- Alumni Engagement

Context

Alumni serve many valuable roles in an institute and acts as a torchbearer for the upcoming generation, especially in the higher education programs. Meaningful association between student, alumni and institution enhances learning lifecycle. Creating an engaged, supportive alumni network is crucial to an institution's success as alumni network offers students and institute with a host of benefits. By fostering lifelong partnerships with students, institutes and university leaders can develop an infinite number of opportunities. GLBIMR believes that the key to alumni engagement is relationship building. Institutes in India are too getting aware of the benefits of having actively engaged alumni. Enhanced participation from students and alumni creates synergy and contributes significantly to the development of the institution. With active engagement with alumni, students get access to a vast network of professionals and a multitude of opportunities to network, develop corporate relationships, and learn effectively. In other words, alumni are campus ambassadors, supporters at important events and the recruiters too, who are willing to support the vision of institute and work together as a community by offering assistance, mentorship and practical knowledge. Clearly, alumni are resources that can provide meaningful and mutually beneficial relationships over time.

The main objectives of the student-alumni engagement are as follows:

- To support and promote the educational objectives of the institute
- To promote social and professional relationships among alumni and all the associated stakeholders
- To further strengthen the linkages between the institute and corporate world
- To felicitate and encourage alumni for their outstanding achievement in their respective domains
- To mentor and train students for career readiness and professional development

The practice

The institute works closely and constantly with the alumni for fostering professional development. With more than 1700 alumni situated PAN India, the institute encourages its students to keep a strong connection with their alma mater. Alumni actively participates in various engagement activities including curriculum development, talk series, expert sessions, orientation programs, internship programs, live projects, training and recruitment. Through all such initiatives, students get multiple points across to develop a cohesive and engaging experience with alma mater.

The Project SAHYOG | Alumni Mentoring Program: SAHYOG is recent robust initiative wherein Alumni Academic Advisory spend their valuable time to offer career support to the students such as specialization selection, upskilling, certification program and tips to develop managerial competencies. Through this initiative, students get a platform to discuss relevant pertinent issues across various industries. For enhancing employability quotient, students are extensively trained on contemporary management practices, group discussions, mock interviews, presentation skills and business etiquette. During COVID crisis and lockdown phase, the new digital norms adopted in SAHYOG helped in quicker and more accessible interactions with alumni.

Registered Alumni Association: The Institute has a dedicated Alumni Association duly registered as GLBIMR PGDM Alumni Association under the Society Registration Act. It is an independent body run by the students under the guidance of the faculty member. It brings vital benefits in enriching student experience through the creation of networks that promotes strong relations among students, faculty, and institute. Alumni can avail lifetime or general membership to avail its benefits.

Curriculum and Course Development: Alumni Academic Advisory actively participates in the course development for ensuring that students get to learn contemporary business skills and gain competitive edge. The advisory suggests to incorporate recent trends in industry for enriching business knowledge and competencies.

Alumni Talk Series: Students of GLBIMR are able to upskill themselves in the chosen specializations through various alumni talk series which includes workshops, seminars, orientation programs, conclaves and e-cell activities. All such domain specific and skill building sessions done by alumni works as a win-win situation for students as well as alumni to foster life- long learning.

Alumni Meet: Every year the institute organizes Alumni Meet to reconnect with their alma mater and develop a strong professional network. Apart from networking opportunities, distinguished alumni are awarded for their exemplary contribution in their respective organizations.

Alumni Portal: Alma Connect connects more than 1500 alumni across the world, wherein all the students get to know about numerous job opportunities, recent trends across varied sectors and the details of relevant upcoming events.

Evidence of success

The student-alumni engagement has shown tremendous growth in recent years. An array of activities is conducted to acknowledge the achievements and efforts of alumni. For instance, alumni achievements and their contribution in the business landscape are regularly published in the GLB Times. Also, felicitation programs in annual alumni meet are conducted to reward the distinguished alumni. The active involvement of alumni in SAHYOG in pre-placement training session has helped all the associated stakeholders to obtain constructive feedback and streamline the placement process related to training and hiring. Students have appreciated the training





modules developed by alumni in SAHYOG and have shared the relevance of such engagement activities to develop competencies and lead themselves in the corporate arena as well as in entrepreneurship ventures. The institute is benefited from alumni engagement activities as it creates vast pool of opportunities for students to get to know about prospects available to them in their field in terms of live projects, internship programs and placement opportunities. All such activities have created a sustainable ecosystem to unlock the potential of the youngest demographic dividend.

Problems encountered and resources required

In this constantly changing environment, at times it is difficult to keep track of all the alumni, as their contact details keep on changing. Secondly, in some cases, alumni who have an intensified desire to contribute are not able to finalize a date for the campus visit due to exceeding work commitments, especially in this new world of hybrid work. In alumni meet, many a time some interested alumni are not able to join due to tight schedules. Also, the faculty coordinators spend considerable time approaching the alumni working in leading positions to finalize the engagement activity and its underlying objectives. Moving ahead, GLBIMR intends to partner with alumni for scholarship assistance to the students pursuing

PGDM at GLBIMR for aiding the learning enthusiasts and developing greater societal impact. Future plans definitely involve conducting of more programs on campus that involve alumni participation, opening of new chapters in metro cities of India and abroad, felicitating alumni entrepreneurs and continuing to involve alumni in admission, course development initiatives and placement panels.



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The initiatives of GHRODC have enabled us to think on strategic lines of human resource management. The discussions and competitions have helped a lot to figure out the latest trends in HR domain globally, develop understanding of HR challenges and analyse contextual factors that lead to the overall success of the organization.



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Muskan
Batch 2021-2023

Global Human Resource and Organization Development Center

Context

Human resources management plays a pivotal role for attaining the organizational goals. It aims at developing the suitable set of practices for acquiring, training, compensating, engaging and retaining employees. To navigate complex-people centric challenges, it is incredibly important to reshape the current human resource and organization development practices. Considering human resources as the driving force across all economies, identification of people-centric approach, new skills and reengineered HR processes are the need of the hour. Also, the pandemic has evolved the role of HR, which has fundamentally changed all the processes. Now, organizations and institutions need to understand the impact on workplace practices, well-being and HRM in specific contexts. Also, employees expect the HR team to support them in quickly adapting to organizational policies and addressing concerns in order to engage employees and create synergy at the workplace. In other words, the role of HR has become multi-dimensional to tap and retain niche talent. The academia in collaboration with industry and government officials can come together and develop suitable HR and OD interventions, courses, certifications, publications, competitions and facilitate overall HR processes by involving professionals and students who wish to pursue a career in HR domain.

Objectives of the practice

The main objectives of GHRODC are as follows:

- To devise sector specific competencies and develop sectoral experts and specialists.
- To conduct programs for developing leadership pipeline for good governance of organizations in government, public and private sector
- To provide exposure and platform to the existing and aspiring professionals to the latest developments in their domain work
- To offer certification programs for capacity enhancement and knowledge upgradation of individuals working in different capacities and roles

- To simplify the pathway through nurturing and achieving excellence in life and career

The practice

OD Skill Development Academy Pvt. Ltd. and GLBIMR have jointly planned GHRODC for skill enhancement, competency building and providing solutions to HR problems and issues in organizations, and institutions. It is a Center of Excellence, established in February 2022. To pursue the mission of lifelong learning for contributing to the cause of good governance, the center aims to provide immediate and definite HR and OD interventions. With the support



of academicians, industry professionals, government officials and students, it intends to maximize the learning curve by extensive discussions on HR and OD interventions in round tables, conferences and competitions. The center has acquired students of PGDM batch 2021-23 and 22-24 as student interns, who are responsible for assisting GHRODC in all the activities.

Round Table Discussions: Round table discussions help to identify the sector specific HRM interventions. Industry leaders and academicians are invited to share their viewpoints and brainstorm the issues for further utilizing the deliberations for developing contextual HR models. A round table conference on 'What all of HRM can be applied to MSMEs?' was organised in March 2022, wherein industry experts and academicians identified key HR interventions for MSMEs in India.

HR Labs: HR & Behavioral Lab has been created for the purpose of developing students through systematic sensitization and desensitization through various laboratory training methods, such as t group / sensitivity training, confrontation laboratory, simulation, behavioral games, training instruments etc for realization of the realities in lab conditions and come out as the most powerful professional for becoming successful in most diverse, complex and complicated situations.

Programs and Courses: All the programs, executive courses and courses are either customized or

announced programs. Certifications related to career development, human resource management, organization development and vocational skills are offered to the interested candidates. The center is associated with the IFS Officers program organized by ODSDA from November 22 – 26, 2021 and customized training proposals to PSUs is also in process.

Competitions: Competitions help students to brainstorm and learn in a collaborative environment. Bamboos based industry business plan competitions was organized in April, 2022, wherein students from various states of India participated and explained their business ideas. All the ideas reflected the revival of bamboo sector in India and its relevance.

Consultancy: Consultancy for business optimization, organizational wellness, formalized HR policies, leadership transition and change management are planned to help organizations and institutions in achieving their respective goals and develop a suitable workplace ecosystem having people-centric approach. The centre has got projects on Bamboo Vision 2035 Development for MBDB, Promotion of Bamboo Industries based Entrepreneurship Promotion Center for MBDB in collaboration with ODSDA, Bamboo based industries Business Plan (BAMBUSPLAN) for MBDB and ODSDA and Bamboo Industries Promotion Cell in collaboration with ODSDA.

Applied Research: Applied research in HRM and OD involving systematic and scientific process of

information collection, analyzing the available information is conducted to solve a specific problem or provide innovative solutions to HR issues. Two projects on 'A study for assessing opportunities and potentials for the production and consumption of sustainable resources to set up Rural Industrial Parks(RIPA) in the state of Chhattisgarh' and 'A study of livelihood opportunity at the regional level and strategies for developmental action for employability requirements in the state of Chhattisgarh' are in progress.

International Conferences: International conferences in the HR domain for stimulating research based on empirical data, or significant experience will provide a platform to academicians, practitioners, consultants, research scholars, and students of management studies to brainstorm and discuss the appropriate HR strategies, especially in the post pandemic world.

Publications: Through publications one can make scientific and practical contributions to the pool of knowledge and disseminate the relevant findings to others. This will make researchers and practitioners with HR interests aware of new knowledge and models evolving in the HR landscape.

Evidence of success

GHRODC successfully conducted two activities namely round table on "What all of HRM can be applied to MSMEs?" and business plan competition based on the bamboo industry. Both the activities conducted aimed at brainstorming ideas and HR solutions for gaining higher organic growth.

GHRODC will utilize the deliberations and important aspects shared in the discussions to plan effectively for the upcoming future activities. Apart from these two activities, the center works with student interns to learn and work with GHRODC for attaining the pre-determined goals. Students' active involvement and their contribution has helped the center to successfully execute the activities planned and develop the course of action for the

upcoming year. They are developing leadership and team management skills by working closely with the faculty consultants of GHRODC. Renowned people from industry, government, institutions and academia have expressed their appreciation for GHRODC and mentioned that such initiatives are crucial for societal development and capacity building, especially in the emerging economies. In the HR lab, a 3 days long real-time simulation among students pursuing HR specialization. The students have been highly responsive to these and more and more students are eager to learn from lab activities. To manage research and field work effectively, one resource associate was recently hired by the institute. The centre has got projects on Bamboo Vision 2035 Development for MBDB , Promotion of Bamboo Industries based Entrepreneurship Promotion Center for MBDB in collaboration with ODSDA, Bamboo based industries Business Plan (BAMBUSPLAN) for MBDB and ODSDA and Bamboo Industries Promotion Cell in collaboration with ODSDA.

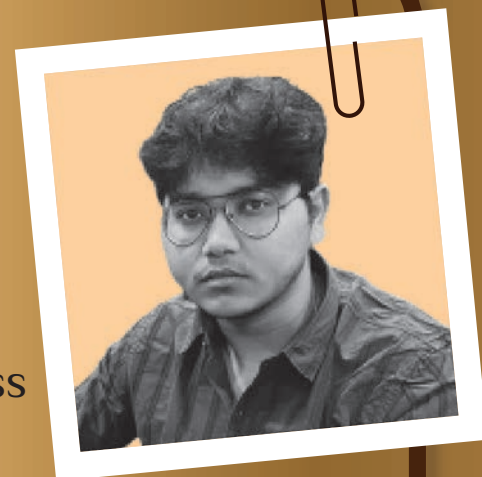
Problems encountered and resources required

The center is carving out effective mechanisms for capacity building. All the activities conducted need considerable time to critically analyze, develop and find a suitable way for achieving the predetermined goals. Also, the center plans all the activities well in advance, but at times , some of the activities get postponed at the eleventh hour due to some work engagements of resource persons. In the new world of work after pandemic, the resource persons prefer online mode over offline, which in turn results in reallocation of resources and processes. Also, in some situations, student interns are not able to contribute meticulously due to other educational commitments at GLBIMR. Considering the robust initiatives planned, the center will be associating with a pool of inhouse and external resources for achieving the desired outcomes. More research associates will also be hired by GHRODC to advance research skills and develop publications as prescriptions to the government bodies.



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The entrepreneurship education at GLBIMR helped me to develop a niche idea and execute it. With the right guidance and handholding, I was able to set up the entire business and find the suitable market for selling the products. The efforts of GLBIMR in developing and mentoring the aspiring entrepreneurs are laudable.



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Ayush Srivastava
Batch 2020-22

Entrepreneurship Cell

Context

Developing countries throughout the world are facing the problem of unemployment. The policy makers, planners and developmental agencies have realized the fact that new initiatives are required to broaden the entrepreneurial base and push entrepreneurial empowerment. Also, entrepreneurship has become an important aspect of plan priorities in both developing and underdeveloped economies. Experience of the last few decades both in India and abroad clearly signify that it is possible to develop entrepreneurship through planned and structured efforts. The myth that “entrepreneurs are born and not made” no longer holds well. Accordingly, several approaches have been attempted to develop entrepreneurship through planned efforts. Among them, educational institutions play a very crucial role for initiating and accelerating the process of entrepreneurship development. An analysis of the development process that helps emergence of students opting for entrepreneurial careers in society and succeeding in finally setting up enterprises reveals that the process follows a sequence of development in individual personality, ability and capabilities. Considering youth as the driving force of the Indian economy, institutions must develop entrepreneurial motivation, growth mindset and skills to mentor and support the budding entrepreneurs of tomorrow.

Objectives of the practice

The main objectives of E-Cell are as follows:

- To make a meaningful contribution towards students' personal and professional growth for pursuing self-employment as a viable career choice
- To foster entrepreneurial ecosystem at GLBIMR
- To provide opportunities for enhancing entrepreneurial mindset of the students
- To ideate business ideas and make its prototype for testing and re-designing
- To practice the preparation of a specific business plan for raising finance and funding opportunities

- To provide assistance to students for setting up Start-up and handholding them for effective outcomes.

The practice

The institute in collaboration with Institute of Entrepreneurship Development, U.P. Government aims at synergizing their efforts in the area of entrepreneurship, research and training. IEDUP, a Center of Excellence is the first state level institution by Government of Uttar Pradesh for entrepreneurship and HRD. It conducts training, workshops, seminars, projects and research. The foremost step in E-Cell at



GLBIMR is to sensitize students towards opting for entrepreneurship as a career option. Thereafter, several interactions are done with the students to figure out the entrepreneurial inclination and the associated possibilities. After this, the whole process envisages developing the latent qualities and skills of students, their capability to perceive the environmental changes and opportunities for identification of business ideas, creating a prototype of innovative idea/service and learning ways of setting up an enterprise. All such processes help the students in acquiring suitable knowledge about entrepreneurship and gain skills for surviving the competitive squeeze in the market. The training uses participatory techniques to facilitate effective learning.

Workshops: Workshops covering the entrepreneurship competencies are organized to sensitize the aspiring entrepreneurs and letting them know the paramount role of entrepreneurs for spurring social change and the economic development of the nation.

Online Screening: Online screening tests involving reliable inventories are used to understand entrepreneurial behaviour, its barriers and innovative mindset. On the basis of the same, shortlisted students are mentored for developing the requisite skills and knowledge.

Entrepreneurial Motivation Training: Entrepreneurial Motivation Training (EMT) aims at sensitizing students and enabling them to identify their latent traits and potential, through various assessments such as thematic apperception test, ambiguity tolerance, need achievement inventory.

Entrepreneurship Education and Development: Students are educated to learn different ways of business idea identification and selection, conducting market research, creating a prototype for testing, re-designing and test marketing.

Business Plan Development: It involves creation of a detailed business plan (project report) and raising finance through traditional and alternate sources. Important metrics such as resources mobilization, operational plan development and unique selling proposition are important elements of the business plan development.

Setting up of a new Start-up: Setting up of a new Start-up with the support of GLBIMR E- cell aims at helping the students in analysing critical resources and establish the Start-up driven by the vision of its founders and their core team.

Best
Practices



Evidence of success

E-Cell has successfully conducted entrepreneurship summit and awareness programs to sensitize the students about the scope of entrepreneurship in India. The overwhelming response of the students in all such activities reflect their hidden desire to work as entrepreneurs and initiate their Start-ups having a unique idea and effective execution plan. They have also collaborated with some organizations as student interns to know the ropes of all the processes involved. IEDUP collaboration with E-Cell is another reason for the successful implementation of the series planned. Psychometric assessments of the students were conducted to explore their traits, behaviour and skills that can help them in taking up entrepreneurial initiatives and also develop the entrepreneurial mindset. Students also got to know about their need for achievement and creativity quotient through the psychometric assessments. Some students have already started working on their entrepreneurship ventures under the guidance of E-Cell members. The cell is not only helping them to become entrepreneurs but is also assisting them to develop risk-taking abilities and think innovatively.

Problems encountered and resources required

Most of the students take admission in PGDM with a mindset of working with renowned private companies. However, some students in family managed business are a bit confused while some students who are deeply influenced by Start-up ideas approach E-Cell to get a detailed understanding of all the entrepreneurial processes. But in all the cases, such students have mentioned the need of gaining experience in the corporate arena first and then switching to the entrepreneurial ventures after some years. Some of the students on the other hand believe that entrepreneurship is not for everyone in India, as they are already on students' loan and cannot afford to take any financial risk in the beginning of their career. Considering constant changes especially in the pandemic crisis, most of the parents also pressure their children to take a safer route of job employment over entrepreneurial ventures. Hoping the initiatives of E-Cell helps to eradicate this fear of failure, emotional barriers to entrepreneurship and foster the spirit of self-reliance in order to generate greater societal impact.



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One of the best initiatives taken at GLBIMR is its faculty development. All the FDPs done in this regard focus on development of research skills for enabling faculty to contribute to the pool of academia in the form of research papers, case studies, chapters and books. Students too collaborate with us in their minor project and hone their research skills.



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Dr. Anand Rai
Professor

Research Cell

Context

Research is the backbone of any educational institute, as it contributes directly or indirectly to the primary mission of the teaching-learning process. It has contributed enormously to find solutions to many problems faced by companies, organizations, institutions and society at large. It is one of the ways to advance knowledge and suggest implications to the industry for effective outcome. In fact, there have been multiple instances when industries have turned to academics for finding solutions to vital issues, especially during the pandemic crisis. In higher education, research is crucial for faculty and as well as students to derive mutual benefits in a way that maximizes the learning curve. Also, the researchers, academicians and practitioners of different universities and nations are able to learn extensively through research papers, case studies, chapters and books. Research unfolds many unexplored things that stimulate working capability and develops understanding and decision making of learners. The emerging importance of interdisciplinary fields has given rise to institutional collaborations that allow researchers to act as a think tank and make a substantial contribution in both research and teaching excellence. By encouraging an environment for academic research, institutions will be able to find solutions to the multifarious issues by qualitative and quantitative techniques.

Objectives of the practice

The main objectives of Research-Cell are as follows:

- To foster the culture of research among faculty and students
- To organize various FDPs, workshops and training for developing research skills
- To enhance teaching learning environment
- To foster research collaboration among faculty members working in India and abroad
- To enhance research output of the entire institute through publications in renowned journals and books
- To develop research in interdisciplinary fields

The practice

Faculty members at GLBIMR engage in research work that includes research papers and case studies publications in journals indexed in ABDC, Scopus, UGC and EBSCO and peer-reviewed journals. They also regularly participate in paper presentations in international and national conferences to advance knowledge in their respective domains. FDPs and workshops also help them to learn about new tools and techniques for advancing research and better class engagement. As a by-product of this emphasis on research initiatives, the institute is able to develop contextual models in the functional areas of management. For encouraging students towards



research, many initiatives are taken wherein faculty and students collaborate to foster data based analytical thinking and problem-solving skills.

Research Cell: To encourage student participation in research, students participate actively in the Research Cell. They get an exposure to a better understanding of the research world and get an opportunity to work in collaboration with faculty members.

International Conferences: International conferences are planned every year to provide a platform to the researchers, academicians, and students to know about the latest trends in management and the evolving research methodology across all management domains. Renowned people from academia and industry are invited to the conferences for inaugural ceremonies, panel discussions and for evaluating paper presentations. The main objective of the conference is to make significant contributions by adding knowledge to existing literature. Faculty members and students also participate in international conferences organized by various universities and institutes.

FDPs, Workshops and Simulations: Faculty participates actively in faculty development programs, workshops and simulations. The resource persons invited are experts in their respective domain and they ensure that the objectives of the sessions are met. With such interventions, faculty are able to improve their research capabilities and teaching-learning interface. Some of the faculty members at GLBIMR are also invited as resource persons for delivering FDPs and training in renowned colleges and institutes. Recently students also participated in simulation workshops to foster data based decision making skills.

Faculty and Students' Publications: Many faculty members and students have published research papers, case studies, chapters and books in the last year. To develop research skills of students, the students are given minor project in term III, wherein they can develop a research paper for publication and present their work done in national or international conferences. Students are evaluated on the same and are given assistance to develop suitable research topics and research design.

Turning Dissertations into Books: The best dissertation projects submitted by the students are turned into books with the help of faculty assistance. Well reviewed books are published, reflecting the knowledge of the field of study.

Optimization Journal: Optimization- Journal of Research in Management is a bi-annual peer reviewed journal consisting of multidisciplinary, empirical and conceptual research work dedicated towards advances in contemporary and futuristic research in the area of management. It is listed in EBSCO and indexed in the i-scholar database. It invites research contributions in the form of research papers, case studies and book reviews encompassing all disciplines of management.

Asian Journal of Case Studies in Management: The institute will be soon launching a new journal 'Asian Journal of Case Studies in Management' to promote case studies in the field of management and related disciplines. It aims to serve as a repository for enriching the professional knowledge of practitioners, academicians and scholars.

Research Leaves: Two research leaves in a month are provided to each faculty member for conducting



research and developing research papers and case studies. As a result, they are able to publish relevant research work and utilize its findings in their respective subjects for maximizing learning in the class.

Online and Offline Research Resources: Journals, books, magazines and modern e-resources like e-Books, National Digital Library (NDL), DELNET, E-Journal Database- EBSCO, Corporate Database- ACE Equity Plus & ACE Analyser and Harvard Business Review are available for the students and faculty members. The students and faculty have been provided with IP-based and remote access to a large number of e-journals, latest journals and e-books to promote the application and research-based learning.

Research Projects: Students submit two detailed research projects. The projects are critically analysed and assessed. Faculty members familiarize the students with the steps involved in developing the research project, pilot studies, analysing data and presenting the final results.

Evidence of success

Faculty members and students are able to foster their research skills with the provision of the resources, development programs and sanctioned leaves. Participation in international conferences have enabled the faculty and students to network with other academicians in the similar field. It has also enhanced their knowledge and skills for better understanding of complex business problems. As a result, many faculty members have submitted their research articles in SCOPUS and UGC indexed journals and peer-reviewed journals. Many faculty are hoping to get positive reviews on the recent paper submissions,



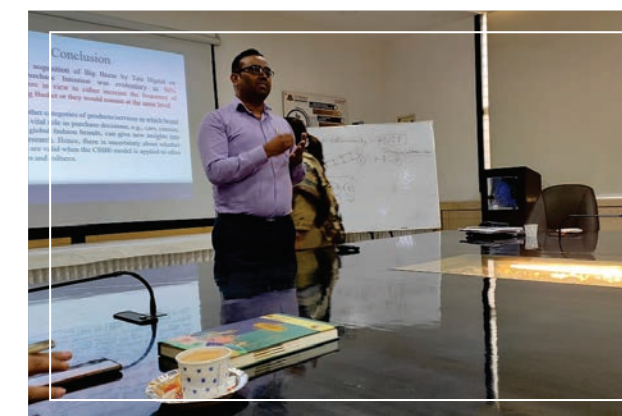
while some faculty members have already published. In addition to this, faculty members have developed case studies, chapters and books, packed with contemporary management topics. Some of the dissertations have been turned into a book, reflecting the research vigour of the students and the guiding faculty. The overwhelming response of the faculty and students in all such research activities reflect their inclination towards contribution to the pool of knowledge. For better results, recently international conference in collaboration with Zakir Husain Delhi College, University of Delhi, Department of Commerce and IQAC was organized in May 2022 to provide a global platform to the academicians, researchers and industry practitioners. Many publications in the form of papers, books, chapters and case studies are expected in the current year as well, leading to enhancement of quality of research, thereby providing basic inputs for planning and decision making in the management arena. In the coming years, the institute would be planning for the commencement of Fellowship Program in Management.



Problems encountered and resources required

Faculty members work extensively on their chosen research topics, in order to find solutions to the vital management issues. But there have been some instances, wherein faculty members need considerable time on collecting responses and conducting literature review. Mammoth efforts are required to develop quality research papers, case studies, chapters and books. Also, many papers submitted are still under review, which at times become stressful for the faculty members. To ensure students are also developing their

research acumen, many faculty members mentor, guide and develop the requisite skill set on a constant basis, which is very time consuming as it requires great deal of attention and support. Some students get demotivated during this process and it takes a lot of effort to get them back on track. However, despite such inevitable challenges and metamorphic changes in the education system amid pandemic crisis, faculty and students are able to propose result-oriented solutions to academia and industry through their research practices.



What is Research

Research is "Search for knowledge".

A scientific and systematic search for pertinent information on a specific topic.

The process of finding solutions to a problem after a thorough study and analysis of the situational factors.



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It feels great to offer consultancy services to employers and employees for improving the workplace behaviour. Through various activities, they are able to identify the gaps and learn ways to improve self on a constant basis. It is a great way to contribute to the society and also learn from them!



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Dr. Puneet Mohan
Associate Professor

Consultancy Projects

Context

Consultancy projects give an opportunity to gain first-hand experience on how systems work under live conditions. This also makes both the facilitators and participants understand the ground realities. Consultancy projects as an action learning method have become an integral part of management education at many business schools and universities in India and abroad. As an opportunity to apply management knowledge in practice, they have been proven to be a valuable experience when designed and executed adeptly by academicians. With learning being highly context-dependent, the module and intervention development as per the challenges being faced are crucial to understand. Academicians are required to carefully design and manage consultancy projects to foster competencies of the employees and align their goals with organisational goals. Such platforms give opportunities to the facilitators to train, mentor and coach through an amalgam of pedagogical tools.

Objectives of the practice

The main objectives of consultancy projects are as follows:

- To enable participants to enhance behavioural competencies and contribute effectively for achieving the organizational goals
- To provide valuable feedback to the employers for fostering employee engagement and work productivity
- To provide exposure and platform to the employees for discussing the challenges at workplace and find solutions to the same through brainstorming activities

The practice

The institute encourages the faculty members to regularly interact with the industry through various activities. Faculty members regularly interact with the industry experts through the seminars, conferences, consultancy and research work related to the industry.

Faculty members are also encouraged to connect with the industry to get consulting assignments and trainings. In this direction the institute has a well laid down policy for the faculty to undertake research, consultancy, publication and participation at various national and international forums. Through this process the faculty is exposed to various learnings regarding the problems and latest happening of the corporate world.

The consultancy projects taken by faculty aims at nurturing employees in the areas related to behavioural competencies, workplace climate, change management and engagement practices. The sessions taken in this regard help the participants in realizing their full potential for personal and professional development. Psychometric personality assessments are also conducted to provide a powerful framework for driving positive change, harnessing innovation, and achieving excellence. The objective of all the

modules offered is to accentuate one's ability to transcend oneself into paragons of efficiency, who can map up to the corporate and societal expectations and learn to manage the change.

SEWVA: Social Economic and Versatile Welfare Association has tied up with GLBIMR to conduct sessions for blue collar employees. The sessions are focused on enhancing behavioural competencies of the participants and identify areas of improvement. The training modules cover a variety of topics – such as workplace climate, team management skills, building trust, managing change and engaging employees for developing the front line workforce, thereby improving the bottom line.

CDTI: Recently the institute got training projects from Central Detective Training Institute, Ghaziabad- U.P., Bureau of Police Research & Development, Ministry of Home Affairs (MHA) to train police officers on soft skills, ethics and morality, skill development and work life balance.

Evidence of success

All the projects taken have helped the participants to identify their strengths, discover latent skills, and create an action plan to achieve the pinnacle of success. The sessions have helped them in facing challenges by being adaptive and making constant efforts in the right direction. Such interventions are crucial for societal development and capacity building and addressing the issues of employees as well as of employers.

Problems encountered and resources required

Learning improves with the active participation of the learner in all the processes involved. To ensure all the employees are actively participating in the same, a variety of tools and techniques are used to develop rapport, thereby leading to the attainment of the ultimate goal. For designing such modules

and interventions, faculty need considerable time to critically analyse and develop the key deliverables. Secondly, blue collar employees have different sets of expectations, therefore the facilitators sometimes go beyond the designed module and try to resolve their issues for an effective outcome.

Evidence of Success

Participants have shared positive feedback and because of the same the institute is able to get consultancy projects this year as well. The participants of SEWVA and Central Detective Training Institute, Ghaziabad regularly look forward to having invigorating sessions by GLBIMR faculty members.

Problems Encountered and Resources Required

Firstly, one of the major issues faced is the immediate requirement at the eleventh hour from the organizations. Due to this, faculty needs to substitute the lectures at college and then prepare for the upcoming sessions. Also at times, overlapping dates are an issue with both the organizations. Secondly, some of the participants even connect after the sessions, which affects the other planned activities. However, the institute provides all the support and assistance by providing the required resources.



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The modules offered in our institute are based on industry requirements. Apart from classroom lectures, we enroll in various courses, projects, internships, workshops and certifications. All such initiatives prepare us for facing the challenges of tomorrow and meet the corporate expectations. To achieve our career aspirations, we are rigorously trained to learn new skills and knowledge in the chosen specialization. It's a great way to develop ourselves professionally!



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Divya Mishra
Batch 2021-23

Industry Oriented Curriculum

Context

The changes in the business landscape are massive and unprecedented. To bridge this academic- industry gap, many institutes across the globe are bringing in radical changes in the higher education ecosystem by replacing old education standards with the 21st century skill set. Also, now it is not just about knowledge, but also about skills, attitudes and values to thrive in and face the uncertainties of tomorrow. For instance, pandemic crisis has impacted each sector globally, leading to automation and development of a new business architecture. This new era requires aspiring managers to develop ease with technology and unforeseen risks. The future of education is now all about preparing students with innovative learning methodologies, skill-based certifications and blended teaching techniques for meeting the industry requirements and also the long-term career goals.

Objectives of the practice

The main objectives of industry-oriented curriculum are as follows:

- To develop vital skills to succeed in today's competitive business environment
- To provide domain specific skills to the students to excel in the chosen profile
- To provide practical exposure to the students for developing a thorough understanding of industry and corporate functions
- To provide regular sessions with industry experts for expectation setting, skill building and networking

The practice

Course curriculum at GLBIMR comprises a logical mix of core courses and electives which also commensurate with the best B-Schools in the country. The institute also offers Micro Skill Enhancement Program, minor project and soft skills program to the students for enhancing industry readiness and

employability quotient. The curriculum also includes summer internship report presentation, dissertation and minor project carrying a process for research, report writing and viva-voce. In addition to this, curriculum delivery in each subject is supplemented by industry experts. The institute encourages academia-industry interface through regular guest lectures, workshops, seminars, industry visits, training programs and outreach programs. To ensure curriculum objectives are met, pedagogical tools play an important role. An amalgam of tools to meet varied learning styles of the students such as lectures, case studies, role plays, workshops, projects, assignments, group discussions, presentations and simulations are used for ensuring effective learning and outcomes.

Micro Skill Enhancement Program: Besides the regular course, GLBIMR also conducts Micro Skill Enhancement Program for its students. These courses are offered with an objective of developing domain specific and professional skills that enhance the

overall development of students and make them industry ready. The schedule and structure of these courses vary as per real-time industry requirements. These programs are delivered by renowned industry practitioners and highly accomplished academicians, who ensure rigorous training within stipulated time period. These programs are offered to students as a value addition beyond the curriculum in each trimester free of cost. For instance, recently certifications in Artificial Intelligence for Managers, Tally, Servant Leadership, Personal Social Branding and Digital Footprinting, Time and Mind Management are included as it is one of the emerging skills to succeed in the post COVID world. Also, certificate courses from MSME, NSE, and Microsoft have been introduced to enhance employability of students.

Curriculum Development by BoG and ACAB: The Institute has a 'Board of Governors' (BoG) and an 'Academic Council & Advisory Board' (ACAB) comprising eminent academicians, alumni, industry experts and other stakeholders. One of the major roles of these two bodies is to suggest changes in the curriculum after identifying the industry- academia gap. To make it even more effective they provide its evaluation mechanism as well. Their recommendations such as introduction of new core paper, introduction of specialization paper, exclusion of existing paper, addition of a new module/chapter to an existing course, exclusion of a module/chapter from an existing course and the required change in pedagogy are implemented every year for ensuring that students are equipped with managerial competencies, corporate understanding and entrepreneurial skills. To meet the challenges posed by pandemic, the curriculum has incorporated appropriate Information and Communication Technology (ICT) and digital tools as per latest developments. Such practices have enabled the faculty members to offer relevant and updated curriculum for fostering industry and entrepreneurial readiness in the students.



ETS, GTS and ATS: Expert Talk Series (ETS), Global Talk Series (GTS), Alumni Talk Series (ATS) are organized on a regular basis. Renowned people from industry and GLBIMR alumni interact with students to focus on the needs and the requirements of the current business landscape. Connecting students with an industry expert helps students to develop a practical approach, knowledge and global competencies for enhancing cognitive potential.

Summer Internship Programs, Live Projects and Industry Visits: To gain hands-on experience on how industry and corporate practices, summer internship with corporates, live projects, field assignments and industry visits are planned to develop the requisite knowledge and skills. Students get all the desired support from the faculty and the Corporate Resource Centre in this regard.

Student participation in Convention, Conclave and Summits: To succeed in today's ever changing scenario, students are given various opportunities to develop insights on the challenges faced by the Corporates in India and their implications on the business scenario. By participating in Convention,

Conclave and Summits, students get to learn from and interact with eminent speakers, including Ministers, CEOs and thought leaders from different spheres of life. All the sessions through its deliberations, endeavours to management aspirants to understand the action agenda with a view to meet the needs of business and industry. Many students have shared excellent feedback after attending such invigoration programmes of IIT Delhi, Avinash Dev Memorial, AIMA Convention, UNDP and many more.

Evidence of success

Industry oriented curriculum helps in three ways. Firstly, it leads to learning of contemporary essential management skills and professional etiquette to be globally competitive, as it comprises a logical mix of practical and theoretical concepts by utilizing varied pedagogical tools and techniques. Secondly, changes suggested by the BoG, ACAB and Academic Review Committee helps all the associated stakeholders to think critically and plan effectively for the upcoming batch. This also fosters strong relationships between academicians, industry experts and alumni. Thirdly, the curriculum is able to develop managerial



competencies of students in respective chosen specializations. All such aspects lead to enhancing domain knowledge, managerial skills and employability quotient of the students. As a result, students get employed, they are able to select from multiple job offers in renowned companies, while some up take the entrepreneurial path.

Problems encountered and resources required

Planning and executing industry-oriented curriculum takes mammoth efforts and time. For instance, several meetings are conducted with all the stakeholders to brainstorm the relevant courses, number of sessions and the pedagogy. In this process, many times it is observed that some meetings get postponed due to lack of availability of the external experts. Secondly, considering the importance of ICT and digital skills, especially in pandemic crisis, many students take considerable time in understanding and application of new IT tools. To ensure maximum learning in this regard, industry experts and faculty members spend a lot of time with the students, apart from the scheduled sessions. Thirdly, handholding of the students at times is a cause of concern, as all the trainings, workshops and sessions require a great deal of individual attention, where each participant expects to get his/her queries addressed at the earliest. Though faculty members ensure to do the same, at times some students get impatient and it becomes challenging to address them on the same day. Lastly, in internships and live projects, some students do not develop the right mindset to learn and gain the managerial skills and take this opportunity casually to fulfil the mandate requirement, while some put an extra effort and are able to get pre-placement offers. To ensure students learn the maximum out of it, faculty mentors are assigned to them to give them the right direction at the right time.



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I never thought that I would be able to hone my leadership skills in postgraduation. When I joined the campus, I realized all the student driven activities are eventually helping us to work in teams and evolve as team leaders. There is a drastic difference in my overall personality, as I have actively participated in organizing and conducting activities for my batchmates and our juniors.



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Krati Chaddha
Batch 2021-23

Early Leadership Development

Context

Well trained leaders are critical to organizational effectiveness. Earlier experiences in postgraduate programmes can contribute to leadership development before students pursue a career in the mainstream workforce. Age-related leader tasks and team management opportunities can work as effective mechanisms to enrich youth experience on leadership development, which have positive implications in future. Students pursuing higher education and early career workers can benefit from continual leadership development in order to be ready for the business world and their first foray into the challenging world of leading others. It is imperative to the success of students to recognize many essential leadership characteristics and practices by taking steps in the right direction. One also needs to acknowledge that leadership is not a single trait, rather it consists of a set of well-recognized attitudes, behaviors and skills. Attitudes can be adopted and behaviors and skills can be learned then honed through practice. By adopting and developing such leadership characteristics in postgraduation programs, young people can be developed as effective leaders to handle business problems and uncertainty.

Objectives of the practice

The main objectives of early leadership development are as follows:

- To provide ample opportunities to the students for development of leadership skills
- To foster student driven environment
- To inculcate value based and collaborative leadership ability that get results
- To understand various types of leadership styles and its challenges

The practice

The faculty at GLBIMR develops the students' leadership skills to work effectively in teams. A gamut of student driven activities is organized on a regular basis, wherein students' roles and responsibilities are clearly defined. Exclusive workshops, summits and talk series are also conducted, wherein industry experts are invited to share the leadership practices at

the workplace for building great teams. In pandemic, the institute created several team assignments to produce desired results and build strong relationships in the midst of ongoing change. Faculty initially guides the students to handle leadership roles and in the later stages gives complete autonomy to the students to solve problems and find solutions.

Student Driven Clubs and Cells: The institute has got 7 clubs and 4 cells managed by students. Recently Sustainability Cell was created in October 2022. The main objectives of Sustainability Cell are to prepare students for future to introduce required ESG practices in business environment and to make our students good corporate citizens. To discuss the issue and provoke thought amongst young managers, GLBIMR organized its first 'ESG Conclave- Opportunities, Challenges and Way Forward' on 5 November 2022. Students from various institutes



participated with the utmost zest and energy. The (ESG) investing has become relevant for all the stakeholders in the long term. To further hone the leadership skills, students of the clubs at GLBIMR lead as President, Vice President, Secretary along with three members and work together as a team to identify suitable activities, desired outcomes and the final outcome. Students become more accountable and are able to gain hands-on experience by activating their unique strengths for early leadership development. All the work is done in teams, where the members work together on several tasks and ensure timely completion of work. As a result, many students are getting confident to lead teams and advance their practical knowledge.

Academic Leaders' Club: All the class representatives are members of the Academic Leaders' Club. They work together and plan out a set of academic, co-curricular and volunteering activities. This platform also helps them to identify impediments and develop the most suitable action plans for attaining the desired outcomes.

Inter-Institutional Participations: Students regularly participate in inter-institutional competitions and festivals. Many students from GLBIMR have won several awards in the same. Such opportunities help them in developing confidence, work in teams and evolve as a team leader for attaining the desired outcomes.

Student led Activities: Students at GLBIMR lead all the coordination activities of the institute such as

Sankalp- Annual Cultural Fest, seminars, workshops, conferences, round table sessions, industry visits and guest lectures. Students are given autonomy and flexibility to complete the task given as per the scheduled target dates.

Team Presentations and Group Discussions: In all the courses, students are encouraged to deliver team presentations and participate in group discussion. As a result, they are able to work on relationship management, build trust among peers, develop emotional intelligence and foster confidence, which are crucial for leadership development.

Talk Session on Leadership: To make students understand and demonstrate leadership skills, dedicated sessions on contemporary topics such as leadership development and change leadership are organized by industry experts and faculty members. Through such sessions, students are able to think long term and take initiative for developing the suitable leadership styles.

Modules on Leadership: In value added certification course, modules on 'Servant leadership', and 'Emotional intelligence' focus on practicing honest self-reflection to develop leadership character; nurturing trusting relationships through authenticity, integrity, and accountability; improving interpersonal confidence by demonstrating courage, humility, and compassion and developing the communication skills to manage one's own credibility and foster the same in others.

National Leadership Summit: To develop new age leadership skills, National Leadership Summit is organized to brainstorm the best leadership styles for catalysing productivity and innovation in this new world, where fluid and cross-cultural teams are empowered by instilling a growth mindset. Through such summits and conclaves students and faculty members get to know about the new age leadership, where leaders act as mentors and coaches.

Volunteering Activities: GLBIMR believes in fulfilling its social responsibility and moral obligation to help the society at large. The institute with the help of student leaders organizes various donation camps to contribute to different causes. Volunteering meaningfulness has helped the students to better collaborate within teams and develop leadership potential.

Sports Activities: Sports activities are instrumental in leadership development and building collaborative working groups. In annual sports festival 'Umang' and sports club activities, perceived differences among students disappear because everyone is judged based on their commitment level and performance. Playing sports provides participants with opportunities to develop team building, interpersonal skills and leadership skills.

Evidence of success

Most of the students have availed opportunities to work in teams and develop leadership skills. They have gained the capability to lead and appreciate teamwork, while pursuing their postgraduation at GLBIMR. With their active involvement, the institute has achieved

several milestones. All the platforms helped the students in early leadership development, better academic performance, cognitive development, well-being, and multicultural awareness. Students have won in various inhouse and inter- institutional activities, wherein their leadership skills and teamwork helped their respective team to attain the winning positions. Industry experts have appreciated students' curiosity to enhance leadership skills in a collaborative learning environment. Also, many students have been appreciated and recruited by the companies because of their leadership potential.

Problems encountered and resources required

In the last few years, the faculty has been able to identify instances where students were highly-involved, moderately-involved, minimally- involved and uninvolved. A lot of motivation is required to encourage the minimally-involved and uninvolved students. In mentor- mentee meetings the faculty counsels the student in this regard and tries to understand the reasons for low involvement. Many times, students have mentioned their inclination to academia, rather than co-curricular activities. To remove this impediment, several evaluations are based on team presentation and group discussion apart from examinations. It is evident that all the activities are planned to develop leadership skills and advance practical knowledge of the students, hoping that some students will soon step out of their comfort zone and develop a holistic perspective.



Best Practices



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I joined the volunteering activity once and that was the new beginning of helping the society and communities. I have realized that all of us have so much to do for helping others and become a better person. I now recommend my family and friends to actively participate and contribute by reaching out to the underprivileged section of our society. I am grateful to my institute for showing this way to me.



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Sarthak Bansal
Batch 2021-23

Community Outreach and Volunteering

Context

Many organizations are realizing that they are responsible for the future of the world, and they no longer accept the maxim that the business of business is business only. Their new premise is to help address social environmental issues that affect humankind. This premise is increasingly becoming the ethically driven view of many large multinational companies too. It is also interesting to see how the world has shrunk when it comes to assisting others. Someone could be helping a child or an NGO from a developed country, teaching or contributing towards health facilities or imparting training through practical-oriented courses to build their small-scale industries in a rural, remote place in India. Also, when it comes to volunteering opportunities, one of the better-known benefits of volunteering is the impact on the community. Unpaid volunteers are often the glue that holds a community together. Volunteering allows to connect within community and make it a better place. Even helping out with the smallest tasks can make a real difference to the lives of people in need. Most of the renowned companies today have made it mandatory to have some form of volunteer experience. Educational institutions can also address the complex societal challenges by collaborating with students, government, organizations and NGOs.

Objectives of the practice

The main objectives of community activities and volunteering are as follows:

- To maximize the shared value among students and faculty members to benefit various stakeholders of the society
- To sensitize students towards the underprivileged population, environmental protection, human rights and motivate them to serve society unconditionally
- To make the student aware of their emotional state and focus on developing value-based leadership skills
- To provide students a common platform where they can exchange valuable knowledge regarding sustainable development goals

The practice

GLBIMR believes in fulfilling its social responsibilities and moral obligations to help society at large.

Therefore, apart from professional developments the students are developed to make a difference in the life of others. Community activities and volunteering at GLBIMR focuses on three key areas, namely economic, social and environmental. All these three tangents are touched upon to create awareness, inculcate empathy and enhance the positive contribution of students towards society.

Fee waiver to students: The institute offers offered fee waiver to some students who could not afford to pay amid pandemic crisis. Such assistance helped them in a massive way to continue with their higher



educational journey and support their family members by availing placement opportunities. Many students are given scholarship based on the performance in entrance examinations at the time of admission such as CAT, MAT, XAT and CMAT.

Blood Donation Camps: The institute conduct blood donation camps in association with Lions Blood Bank on a regular basis. Lions Blood Centre is one of the few blood centres in the country having NABH accreditation awarded by Quality Council of India. Students, faculty and staff members donate blood and also coordinate all the activities involved for smooth completion.

Donation Activities: Students are encouraged to organize various donation activities, wherein donated cloth, stationery and other material are given in the donation centres. All the associated stakeholders of GLBIMR participate actively and contribute with an intent for helping the underprivileged section of the society.

Goonj: GLBIMR in association with Goonj, NGO organized a contribution for – ‘Life Changing Cause’ for giving back to society and for creating awareness among students about the act of humanity. GLBIMR students visited and contributed to Goonj, which undertakes disaster relief, humanitarian aid and community development in 22 states across India.

U.P. Police and Amar Ujala: A workshop on women safety and protection, Police ki Pathshala, a joint venture of Amar Ujala and U.P. Police was conducted in GLBIMR to sensitize the youth about women safety, security and empowerment.

Akancha Srivastava Foundation: In collaboration with Akancha Srivastava Foundation, NGO- a workshop on cyber safety was conducted, wherein students got to know about privacy, security of data and cyber laws of India. Students were made aware about live hacking and techniques to avoid the same such as two-step verification, comment control, using a strong password and more pertinent steps that can be adopted to avoid cyber-crimes.

Delhi Management Association: The institute conducted a workshop on ‘Sexual harassment at workplace: Issues, implications and solutions’ in association with Delhi Management Association (DMA). Students were made aware of the laws, rules and the complaint procedures regarding sexual harassment in the workplace.

Navratan Foundation: Students of GLBIMR in association with Navratan Foundation invited children to the institute for educating them about basic computer knowledge and practical applications of computers. The children were extremely happy and extended a note of gratitude for this great opportunity to learn. Another initiative on hygiene and health awareness for slum area working women was also conducted to create awareness on issues related to women rights, hygiene and health awareness.

UN Global Compact Network, India (UNGCNI): Students participated in Sustainability Quiz Competition organized by UN Global Compact Network, India (UNGCNI). All the students appreciated this initiative and also understood how sustainable development goals are crucial for building a sustainable future for all.

CSR Club: The CSR club members initiate all the community activities and volunteer for raising awareness for developing social and ethical responsibility toward the society. Active involvement of students in CSR activities helps them understand the need for serving the environment and people for their upliftment. To make students sensitive towards the society, students of the CSR club work extensively to obtain the desired results.

National Summits, Panel Discussions, Webinars and Talk Sessions: To foster community services initiatives, the institute organizes sessions including national summit, panel discussions, webinars and talk session in association with external bodies such as Dakshina Foundation. Eminent people from government and private bodies are invited to share their good deeds and existing CSR practices. Such meaningful actions and interactions help students to

become socially conscious and also improves their acceptability of the local community on CSR and sustainable development goals.

Vanmahotsav- Tree Plantation Drives: The main aim of the tree plantation drive is to direct student's mind in constructive activities with the positive outcome through the facilitation of contributing to the society. The students and faculty participate in the drive enthusiastically and help each other in planting the saplings.

Swachhta Pledge: The 'Swachh Bharat Abhiyan' is an immense mass movement that seeks to create a clean India. As part of this abhiyan, 'The Swachhta Pledge Taking Ceremony' was organized by the institute, wherein many students and faculty took the pledge to remain committed towards cleanliness. A poster making and slogan competition was also conducted to make students understand its relevance in a collaborative learning environment.

International Yoga Day: International Yoga Day is celebrated every year to encourage students to practice Yoga every day for improving overall sense of well-being and mental health. Yog se Nirog: Yoga session is also conducted for practicing yoga exercises effectively and getting rid of ailments.

Evidence of success

Encouraging students to volunteer has led to significant impact on some communities, along with students' wellbeing and satisfaction. The students who actively participate in community activities feel fulfilled and have developed a positive attitude. Their gratitude and a sense of contentment is reflected in their behaviour and responses. Community services and volunteering activities have also provided an amiable platform to the students, faculty and staff members to work together for a common cause and enrich the life of others by offering assistance and resources. Many students have understood the sustainable development goals and are eager to contribute in the same by taking small steps on a constant basis. While working for others and with others, they have developed empathy and interpersonal skills for getting the desired results. Also in this process, the students have understood that emotional intelligence is equally important to develop value-based leadership skills.

Problems encountered and resources required

Though a good number of students are actively participating in the community activities and volunteering, there is still a great scope in involving all the students on a regular basis. As this initiative cannot be enforced, the institute can collaborate with NGOs for having awareness camps for the students, wherein all the students can understand their role in helping others. By regularly encouraging students to join the CSR club or work for upliftment of the society, they can analyze their paramount role by making themselves available for some time duration. CSR internships can also help students to develop a holistic view about sustainable development goals and ways to achieve the same. Unnat Bharat Abhiyan- a project awarded by the government of India to GLBIMR, will be soon initiated, wherein the institute will be uplifting five villages through various interventions. Due to the pandemic, many of the activities scheduled had to be postponed, but with renewed optimism it will be taking its shape very soon.



“

I did not have much understanding of management roles. In the first year, psychometric assessment was conducted, wherein I got to know about my strengths and areas of development. Through career counseling and mentoring sessions I carefully selected my specialization and value-added courses. For any issues, we feel free to approach our faculty members and resolve our career related confusions.



”

Ashish Maheshwari
Batch 2021-23

Career Counselling and Mentoring

Context

The overall purpose of college is to help students find a career path that will lead to a successful, happy future. In other words, guiding and mentoring students to make career decisions associated with a job, entrepreneurial venture or further studies. It follows, then, that career counselling and mentoring is the most important element of an educational institute on campus, wherein with effective counselling and mentoring, students can explore career opportunities and develop the requisite skills to achieve career goals. Moreover, considering the wide range of options available for skill development available these days on online and offline platforms, career counselling and mentoring becomes all the more crucial to assist students in making appropriate career decisions that suit their cognitive abilities, skills, personality types, interest areas and values. Such sessions help the students to develop or redefine their career goals. It further helps students to develop skills accordingly by thinking about the skills that they have and what new skills can complement the existing ones. By knowing about one's strengths and passion, it becomes quite clear to understand what career to pursue; and by analysing the competitive environment, students can enroll in associated skill development courses. By being proactive and future-focused, career counselling can help students to take steps to make sure they are well-positioned to build the skills and experience needed to launch their careers.

Objectives of the practice

- To enable students, self-discover their traits and abilities
- To provide constructive feedback to the students on a regular basis
- To improve students' learnability and performance
- To sensitize the students about opportunities available for their holistic development

to career trajectory, self-development and personality assessment. The sessions help the students in realizing their full potential for personal and professional development by identifying their strengths, discovering their latent skills, and creating an action plan to achieve the pinnacle of success. All the sessions planned help students to accentuate their abilities to transcend into paragons of efficiency, who can map up to the corporate and societal expectations. Students are mentored regularly for facing the constant challenges in the competitive environment by making constant efforts in the right direction.

The practice

Career counselling and mentoring at GLBIMR aims at assisting the students in the areas related

Career Counselling Sessions: Individual & group counselling sessions focus on addressing career queries of the students. Micro handling related to self-development and career aspirations is done to ensure that students are taking well-informed career decisions. Through dedicated counselling hours in week students are able to discuss their doubts and get suitable direction to overcome their confusions. Such one-on-one interactions help to discuss pertinent issues such as career interests, skill set and understand the competencies required to manage uncertainties.

Mentor Mentee Meetings: For gauging student's development and their active participation in activities, regular mentor-mentee is conducted for identifying students' scope of improvement and addressing their queries related to academic projects and co-curricular activities. Students also share their issues regarding their live projects, internships and placement opportunities. In all such meetings students are encouraged to go beyond their comfort level and develop curiosity for lifelong learning.

Psychometric Assessments: Psychometric personality assessments are conducted to provide a powerful framework for driving positive change, harnessing innovation, and achieving excellence. These assessments help the students to know themselves better and identify the scope of improvements. Most of the students get themselves assessed and develop a broad understanding of who they are and what they can be.

Evidence of success

Students have appreciated the career counselling and mentoring sessions wherein they get to know more about themselves and how they can develop the competencies to excel in the chosen field. Such constant discussions have helped students to develop a holistic view about career and develop themselves constantly for managing the competitive squeeze. Students make well informed career decisions based on the psychometric assessments; most of the students get themselves assessed and develop a broad understanding of who they are and what they can be. They are more self-aware by their personal SWOT and try to figure out the ways with their mentor to enhance the requisite skills. Further, every faculty mentor ensures that their mentee meets them on a regular basis to know their involvement in all the activities related to academia and co-curricular activities. Such sessions also help the faculty members to initiate and sustain the innovative skill development initiatives. By such regular interactions, students enhance their engagement level, which benefits the entire institute in many ways. Also, in this entire process students make an effective bond with the faculty, which fosters trust leading to better student performance.

Problems encountered and resource required

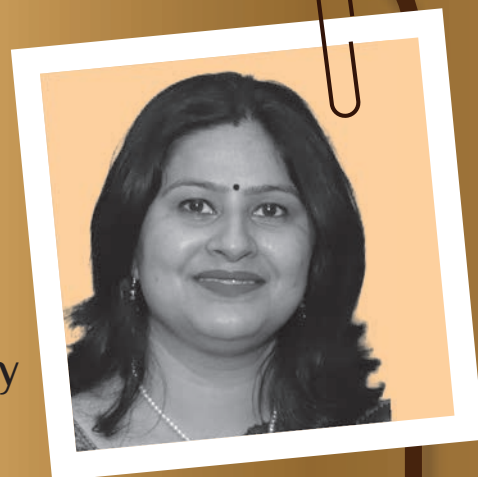
Career counselling and mentoring is highly effective to enhance students' overall performance. Each and every student is able to connect easily with faculty and discuss their concerns, if any. However, certain challenges

relating to time resources are always challenging. For instance, the students wish to get feedback and assistance even after the college hours, which sometimes affects the work-life balance of faculty members. Though the team tries to resolve the queries of many, at times it becomes extremely challenging to address them after college hours. Secondly, some students due to their other engagements are unable to attend the scheduled meetings. To overcome this barrier faculty reorganizes his/her schedules mentoring hour, which at times affects other planned activities. Thirdly, many times students get influenced a lot by his peer group, which acts as an impediment. To overcome this issue, group career counselling sessions are also arranged, wherein students are encouraged to make decisions based on their competencies, rather than following their peer group. Such sessions help the students to carefully understand and analyse themselves and then make suitable decisions based on their self- assessments.



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At GLBMIR all the efforts are directed towards the attainment of COs, POs and PEOs. It has actually provided us a roadmap to ultimately achieve vision and mission of the institute and at the same time make necessary interventions for better outcomes each year.



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Dr. Shuchita Singh
Associate Professor

Outcome Based Education

Context

Outcome-based methods have been adopted in education systems around the world, at multiple levels. Outcome-based education ensures that all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and attain the goal by the end of the course. It focuses on measuring student performance through outcomes. The OBE measures students' performance at every step to maximize student learning outcomes by developing their knowledge & skills. The outcome-based education system, also referred to as standard based education, has proven to be a success in helping institutions measure their learning outcomes and at the same time enabling students to develop new skills that prepare them to stand out with their global counterparts. With the mapping of PO-CO, best-suited assessments, faculty can even be sure of factors that have helped them in achieving the final outcomes. Also, OBE ensures that carefully planned teaching-learning processes are put in place and suitable assessment methods and tools are used to monitor and improve teaching-learning on a continuous basis.

Objectives of the practice

- To attain the vision, mission, PEOs, POs and COs by involving all the stakeholders
- To continuously improve processes in relation to course planning, delivery and execution syllabus
- To continuously assess and monitor the gaps by developing suitable performance indicators

The practice

Keeping in view the need for Outcome Based Education (OBE), GLBIMR has aligned the PGDM curriculum with well framed Program Educational Objectives (PEOs) and Program Outcomes (POs). PEOs have been designed to ensure that each graduate attains a level of employability by focusing on not only knowledge but also on application along with development of professional skills, right attitude and values. Program Objectives ensure that each student has the required knowledge, skill set and

quality when they complete the program. Course Outcomes (COs) have been framed which reflect the competency of the learner in using information and tools in a successful manner. The faculty develops comprehensive course outlines that include learning outcomes. The learning plan of each and every faculty clearly defines the COs and its mapping with POs and PEOs. The achievement of COs is assessed through various strategies such as written examinations, presentations and group discussions. Further, attainment of COs of a course are computed quantitatively. At the program level, PEO and PO attainment is measured quantitatively by combining attainments of COs. The carefully developed rubrics articulates the expectations for assessment and performance tasks by listing criteria, and for each criteria, describing levels of quality. The institute has the following vision, mission, PEOs and POs:

Vision

To be an institute of global repute for imparting knowledge, skill sets, confidence and values for being self-reliant and pleasantly employable.

Mission

- To create a sustainable learning ecosystem to build cognitive potential.
- To inculcate quality leadership, corporate understanding and global competence.
- To inculcate entrepreneurial skills & startup attributes for the spirit of self-reliance

Program Educational Objectives PEOs

- PEO-1: Graduates will be able to contribute in nation building with advanced practical knowledge in the functional areas of business management while upholding ethical practices.
- PEO-2: Graduates will be able to establish benchmarks with necessary tools and techniques to analyse, design, develop, optimize and integrate systems for handling complex business problems and uncertainty.
- PEO-3: Graduates will be able to demonstrate as an effective team player with the capability to lead and appreciate team work towards organizational challenges and issues for synergistic growth of the multinational organisations: Domestic and global organisations.
- PEO-4: Graduates will be ignited with passion and curiosity for life long learning and innovation so that they can pursue higher studies, high level of personal and professional integrity leading to greater societal impact.

PEO-5: Graduates will be competent to take-up entrepreneurial initiatives either for their own or within other organisations where they are employed and develop innovative ideas and drive the business through entrepreneurial skills.

Program Outcomes I POs

- PO-1. Apply knowledge of management theories and practices to solve business problems.
- PO-2. Foster analytical and critical thinking abilities for data based decision making.
- PO-3. Develop value based leadership skills.
- PO-4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business.
- PO-5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
- PO-6: Continuous lifelong learning and professional development to enrich business knowledge and competencies.
- PO-7: Apply appropriate Information and Communication Technology (ICT) and digital tools for business decision making.

Evidence of success

Outcome-based education helps to ensure the quality education by imparting managerial competencies, attitude, behavior, and knowledge to solve the complex business problems and manage the squeeze of the dynamic environment. Bloom's Taxonomy supports outcome based education and is a classification of thinking organized by level of complexity. It has given faculty and students an opportunity to learn and practice a range of thinking and provide a simple structure for many different kinds of questions and thinking. It has provided

ways to organize thinking skills into six levels and has classified educational learning objectives of the students, into levels of complexity and specificity. These three models are cognitive (knowledge-based), affective (emotion-based), and psychomotor (action-based). Students have also seen noticeable differences in themselves- especially the transformation from low order thinking skills to high order thinking skills. The attainment of CO, POs and PEOs has helped the institute to initiate the remedial measures for improving the skillset of the students and thereby their employability. The results reflect a significant improvement in educational practices and insights for all the stakeholders. Moreover, this transformation has created interest among students by ensuring a minimum gap between teaching and learning. As a result, the institute is able to prepare the students and help them to attain their career goals.

Problems encountered and resource required

OBE is a student centric educational process with an emphasis on acquiring outcomes, which can be assessed continuously during the entire duration of the program. This entire process involves attention to detail and completeness. To overcome this barrier, automation is the key as it makes the processes fast and simpler. It can empower faculty to become data-driven, observe deviations, design and redesign interventions. To overcome this challenge, recently the institute has collaborated with Edhitch to automate the processes and improve the overall quality by aligning all the stakeholders . It is helping faculty to become data-driven and improve the overall quality with minimal data entry effort.



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All the students get great options in the two years of PGDM, to select the desired specializations and value-added courses. What I really like is that all the options are very relevant and crucial for skill development. I have enrolled in courses that will help to improve my domain specific as well as general management competencies.



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Idhant Garg
Batch 2021-23

Choice Based Education

Context

Choices enable a multitude of transformations to build and encourage students to excel in the chosen stream. Choice based education in this regard, is not just about giving several options to the students, but also to establish what they want to learn and excel in. It involves a paradigm shift of inspiring possibilities to make students competent and accountable at the same time. Through choices students are able to develop interdisciplinary approach by studying in multiple subjects and specialize in interdisciplinary areas. This system allows flexibility, wherein students depending upon their interest and aims choose skill-based courses for holistic development. This offering allows students to be self-directed learners and enjoy what they learn and do. Also, various research claims that choices have a positive and significant impact on student engagement and motivation. This entire process eliminates rote learning and boosts creativity and innovation. Choices in higher education also increases sincerity among the students as they are preferring to learn the subjects of their choice. This transition from teacher-centric system to student-centric system expands academic quality, learning processes and overall performance of the students.

Objectives of the practice

- To foster specialized knowledge and skills
- To enhance academic performance and employability
- To improve decision making skills
- To provide flexibility to the students for taking career decisions

The practice

GLBIMR believes in providing opportunities to the students to strengthen their competency as per their interest areas and domains. The institute takes utmost care to design student centric and industry specific curriculum by adopting choice-based system. Various specializations and Micro Skill Enhancement Program are also offered to students, enabling them to make career in their chosen domain and excel in the same by acquiring the right set of knowledge and skills. This

in turn also helps in boosting their engagement level and motivation to capitalize on their strengths and meet their learning needs. Students are given a plethora of options to choose and select specializations and certifications that match with their career interests and goals.

Specializations: Choices open doors to a world of opportunities and help students to gain competitive edge. As finance, marketing, HR, operations, and international business are some of the most sought-after and the best specializations and are considered safest by many students. However, with time and especially post COVID, business needs are changing. More emphasis is being placed on specializations such as data analytics. Keeping this in mind data analytics specialization is now offered at GLBIMR to meet the contemporary needs of the ever changing and challenging business landscape.

Micro Skill Enhancement Program: The program offers several courses and certifications, imparted by highly accomplished faculty and renowned industry practitioners ensuring overall development of students and making them industry ready. These courses are strategically provided along with curriculum as per real-time industry requirements. These courses primarily aim at ensuring that students are able to effectively deal with the challenges of the corporate world and are well equipped with the trending tools and techniques of current industry practices. Students make choices from various options such as Tally, Servant Leadership & Emotional Leadership, Stock Trading & Investment Management, Advanced MS Office Skills, Social Entrepreneurship, Counselling Skills, Content Writing, AI for Managers, Trading in Cryptocurrency, Advanced Financial Modelling, SEO and Google Analytics, Python and Block Chain Fundamentals, Fintech Applications, Fixed Income Securities, Corporate Sustainability Management and many more.

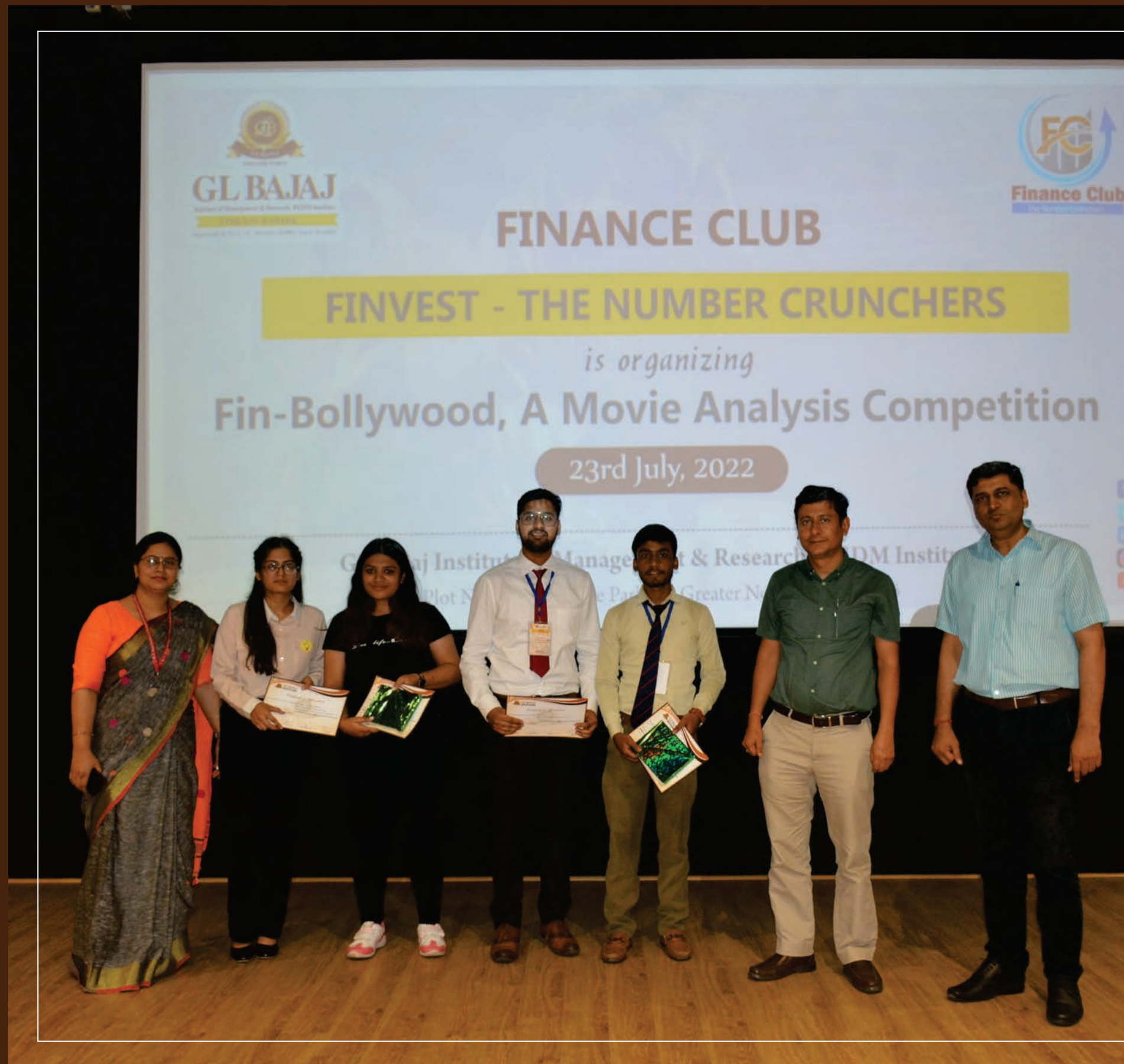
Clubs and Cells: Students work in different clubs and cells based on their choices. Elections are organized wherein the entire batch vote and lead as President, Vice President, Secretary along with three members and work together as a team to identify suitable activities, desired outcomes and the final outcome. Students become more accountable and are able to gain hands-on experience by activating their unique strengths for early leadership development. All the work is done in teams, where the members work together on several tasks and ensure timely completion of work. As a result, many students are getting confident to lead teams and advance their practical knowledge.

Evidence of success

Students feel competent after developing relevant knowledge and skills in the chosen management domain. There is a myriad of benefits of giving choices to the students. Firstly, the students work extensively in the chosen domain for developing the respective competencies. Secondly, it also encourages positive behaviours, where students take ownership for all the tasks given. Moreover, it creates a positive learning ecosystem where students are involved and engaged. Student choice allows teachers to focus on small groups or individual students that may need extra assistance, and the others are engaged in their own tasks. They are involved in inspiring, creating, and designing the process in teams. By choice-based education, students have become innovative and critical thinkers, which makes learning more meaningful. Giving students the autonomy to decide what they are going to learn and how they are going to learn is one of the ways to obtain the desired outcomes. Faculty members design pedagogical tools accordingly using a variety of cases, research publications and brainstorming discussions.

Problems encountered and resource required

While making choices, some of the students make decisions based on peer influence. Though faculty members and industry experts guide the students to select specializations and certifications as per their interest, values, skills, and knowledge, still many students get influenced by their friends and also the traditional mindset of the family members. Secondly, some students, after making the choices, approach faculty members again for re-assurance. This takes a lot of time and effort. Thirdly, some students want to enrol in all the certifications offered to be versatile, but this is not possible because of overlapping timings and availability issues of the industry experts. Lastly, choice based education offerings are decided by all the stakeholders, which involves a series of meetings and feedback. However, what really ends in the matter is to ensure that students are guided to make the suitable choices that lead to long term career success.



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Technology is the most important aspect now. The entire business is now going online, wherein all decisions are based on data using IT tools and techniques. At GLBIMR, I got to learn several tools to make better decisions based on data. Also, the college provided us with IT infrastructure to have access to online resources.



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Prateek Srivastava
Batch 2021-23

Technology Integration

Context

The importance of information technology in business is growing each year. The ever-growing proliferation of Information and Communication Technology (ICT) in all walks of life has given another dimension to the dynamism of the ongoing reforms on a global level. It is now required in each and every business sector to automate the processes and systems and make decisions based on data. The time taken by different sectors to generate business is now minimized with advancements in Information technology. Newer technological solutions are offering more effective solutions for organizations than ever before. Analytics is one of the significant factors that has contributed significantly to guiding businesses towards more success. The analytics field has evolved from just displaying the facts and figures into more collaborative business intelligence that predicts outcomes and assists in decision making for the future. Clearly, businesses today need to work on two very stark realities—the world is hyper-competitive, and data drives it. Companies that have the best information make the fewest mistakes, which in turn helps them to stay ahead of the pack. Students need to know the ICT and digital tools to survive in a fast-paced tech driven business landscape. Management education in the country should be restructured to duly address the growing complexities associated with the industry and business. Therefore, technology integration is essential to fulfill the everyday growing needs of industries and the growing expectations of customers of every field.

Objectives of the practice

- To foster data analytics skills for effective decision making
- To build necessary skills for digital transformation
- To prepare students to integrate digital skills in the management domain
- To prepare students aspiring for analytics profile in the corporate
- To enhance students' employability by making them data proficient and tech savvy

The practice

Keeping in mind today's digital society, through the explosion of Big Data and the Internet of Things (IoT), has produced a ton of information. That's why business analytics is essential for today's industries for boosting efficiency, productivity, and revenue. The institute takes utmost care to design student centric and industry specific curriculum having specializations and certifications in IT domain. Industry experts take rigorous modules on blockchain, information technology, artificial intelligence, data analytics digital marketing, data visualization, SEO and Google analytics and design thinking. Students can systematically integrate the learning across several applications in the field of supply chain management,



customer relationship management, financial management, human resources, manufacturing, and many more. Also, the pandemic created opportunities for transition into the hybrid world of work. The institute proactively connected with the students online for lectures, meeting, and activities. The ERP system accessible by faculty and students help to integrate and manage all the important processes.

Technology Based Specializations and Certifications: The institute in collaboration with industry offers specialization in Data Analytics. Certifications and choice-based courses on information technology for managers, blockchain, Python, artificial intelligence for managers, data analytics, digital marketing, data visualization, SEO and Google analytics and design thinking are also offered to the students to meet industry expectations.

Online Classes, Activities, Meetings and Exams Amid Pandemic : The institute adopted the virtual classrooms during the pandemic in session 2019-20 , 2020-21 and 2021-22. The institute subscribed to the Zoom Platform for conducting virtual classes. All the meetings and exams were conducted online. Students who did not access to IT tools, were given full support and extra time to manage the deadlines given.

Online Conferences and FDPs: Online conference planned during pandemic provided a global platform to the academicians, researchers, corporate strategists, industry practitioners, policymakers, regulatory authorities and NGOs, to facilitate the online discussion on contemporary research practices. Moreover, to keep faculty members updated with the latest trends in academia and research, many FDPs are conducted in online mode.

ETS, GTS and ATS Summits: Expert Talk Series, Global Talk Series and Alumni Talk Series depending upon the online/ offline availability of industry experts. Sessions on cyber security, AI, IT tools, SEO and many more are organized to develop IT and digital skills of the students.

Simulations: Students participate actively in business simulations workshops to enhance data-based decision-making skills. The resource persons invited are experts in their respective domain and they ensure that the objectives of the sessions are met. With such interventions, students are able to work on varied software and know the ropes of technology to improve decision-making process as simulations are faster, more streamlined, and less prone to error.

IT Club: The IT Club of GLBIMR aims to prepare aspiring managers for working on technology platforms and innovate constantly. As now the world is driven by digital natives, it is important to learn IT skills and amplify technological awareness of the students. All the club members organize activities on a regular basis to understand the relevance of developing tools and automating processes to target objectives, generate revenue, and reduce the work inefficiency.

Edhitch and ERP: All the faculty and staff members have access to ERPs and Edhitch to see various metrics related to course plans, attendance and assignments. This state-of-the-art technology offers online portals for students, faculty and staff for achieving overall digital transformation.

Evidence of success

Students have developed IT and digital skills to work effectively in the new hybrid world. Also, specializations and courses offered by industry experts in the areas of blockchain, information technology, artificial intelligence, data analytics, digital marketing, data visualization, SEO and Google analytics and design thinking have enhanced the ICT and digital competencies among the students. Online guest sessions with industry experts and workshops on cyber security, AI, IT tools, SEO and many more are organized to develop IT and digital skills of the students. To foster decision making skills based on data, students participate actively in business simulations workshops to enhance data-based decision-making skills. It has also helped them to work comfortably on varied software for handling business problems and uncertainty. The IT Club members constantly help the institute to work enthusiastically for amplify technological awareness of the students. Students are now comfortable to work on various IT tools and make decisions based on data. During pandemic, students were engaged online to meet the desired objectives. The institute proactively connected with the students online for lectures, meetings, and activities. COVID-19 pandemic caused an increasing demand for online academic classes, which led to the demand for online exams. All the exams during pandemic were conducted online, wherein faculty provided all the support to manage issues related to uploading answer sheets online timely and providing tech guidance for the same. To make work even more seamless and transparent, online platforms-Edhitch and ERP system are accessible by faculty and students.

Problems encountered and resource required

Developing modules as per the recent technological transformation trends in corporate requires a lot of effort. Though we are fortunate to get valuable insights from the renowned experts from industry, the journey from idea generation and final execution takes a lot of time. Various interactions are required to brainstorm the modules to provide the students with the relevant courses. Secondly, some students who are not tech savvy take considerable time to learn, this puts additional onus on the faculty to make students comfortable with software and hardware. For instance, faculty helped the students during pandemic, especially during online exams to submit responses online successfully. Thirdly, the institute initially faced a lot of challenges to engage students in online classes, activities, talk series and conferences. innovative pedagogical tools were utilized to overcome such challenges, which has led to better outcomes. With sustained efforts towards digital transformation, the institute will be able to enhance employability quotient and would also help them to integrate technology in work processes for better performance at work.

