PRME
an initiative of the
United Nations Global Compact

Sharing Information on Progress 2026

Birla Global University

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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



Getting Started

This section provides foundational information about Birla Global University, including key details and basic institutional data.

Mission

- To globalize through international collaborations and exchange of students and faculty.
- To strive for excellence in teaching and research.
- To continuously innovate pedagogy and course content.
- To encourage diversity and inclusiveness.

Vision

To create and disseminate knowledge in global context while pursuing Excellence, Innovations and Inclusiveness.

Strategy

Strategy

Birla Global University (BGU), Bhubaneswar, India, became a signatory to the Principles for Responsible Management Education (PRME) in September 2023, reinforcing its commitment to responsible, ethical, inclusive, and sustainable management education. However, the University's engagement with these principles predates its formal association with PRME. The Birla School of Management had already undertaken several academic and community-based initiatives addressing social development challenges and contributing to the United Nations Sustainable Development Goals (SDGs).

A significant strategic initiative was introduced in 2021 through the three-credit course Responsible Management and Corporate Citizenship (RMCC), designed as a Social Immersion Project for MBA students. The course integrates responsible management education with experiential learning by engaging successive cohorts of students in longitudinal community and social-development projects aligned with different SDGs. This approach enables students to connect management knowledge with real societal challenges while developing social sensitivity, ethical awareness, stakeholder orientation, and responsible leadership capabilities.

Purpose

Birla Global University seeks to create and disseminate knowledge with global relevance while pursuing excellence, innovation, inclusiveness, and societal responsibility. The University promotes excellence in teaching and research, innovative and experiential pedagogy, diversity and inclusion, and meaningful engagement with communities and stakeholders. Through academic programmes,

research, social immersion, community engagement, entrepreneurship, and institutional collaborations, BGU aims to develop responsible future leaders capable of creating sustainable value for business, society, and the planet.

Strategy Alignment

Strategy Ailignment

Birla School of Management, Birla Global University (BGU), Bhubaneswar, aligns its institutional strategy with the advancement of sustainable development, responsible leadership, inclusive growth, societal well-being, and quality education. Guided by its vision to create and disseminate knowledge in a global context while pursuing excellence, innovation, and inclusiveness, the University seeks to integrate responsibility and sustainability across its academic programmes, research, student engagement, institutional practices, and community outreach.

Advancing Sustainable Development

BGU integrates the United Nations Sustainable Development Goals (SDGs) into teaching, research, experiential learning, and community engagement. A significant academic initiative is the Responsible Management and Corporate Citizenship (RMCC) course, introduced in 2021 as a three-credit Social Immersion Project for MBA students. Through longitudinal and field-based projects, students engage with real social, economic, environmental, and community challenges. This approach enables students to understand sustainability not only as an academic concept but also as a managerial and societal responsibility requiring action and stakeholder engagement.

Serving Society and the Common Good

Community engagement constitutes an important dimension of BGU's responsible education strategy. Through the National Service Scheme (NSS) Cell, Social Immersion Projects, community-based research, and other outreach initiatives, students and faculty engage with communities on issues relating to education, health and well-being, livelihoods, social inclusion, environmental sustainability, and community development. Such engagement provides opportunities for students to develop empathy, civic responsibility, ethical awareness, and an understanding of diverse stakeholder perspectives.

Enhancing Quality and Experiential Education

In alignment with NEP 2020 and responsible management education principles, BGU emphasizes learner-centred and experiential pedagogy that connects academic knowledge with real-world challenges. Social immersion, field projects, case-based learning, entrepreneurship, community

engagement, industry interaction, and technology-enabled learning complement classroom education. These approaches aim to develop not only managerial competence but also critical thinking, ethical decision-making, problem-solving, innovation, and responsible leadership capabilities.

Promoting Innovation and Responsible Entrepreneurship

BGU increasingly connects responsible management education with entrepreneurship, innovation, and venture development. Through entrepreneurship and innovation initiatives, students are encouraged to identify societal and market problems, develop innovative solutions, test ideas, and explore sustainable and inclusive business models. This expands the University's sustainability agenda from awareness and community engagement toward innovation and value creation for business and society.

Building Partnerships for Impact

BGU recognizes that complex sustainability challenges require collaboration across institutional boundaries. The University therefore engages with communities, NGOs, government agencies, industry, academic institutions, and development organisations to support experiential learning, research, community development, entrepreneurship, and social innovation. Such partnerships strengthen the connection between academic knowledge and practice and provide opportunities for co-creation and wider societal impact.

Overall, BGU's strategy seeks to move responsible management education beyond the curriculum by connecting education, research, practice, partnerships, and community engagement. Through this integrated approach, the University aims to develop graduates who are professionally competent, ethically grounded, socially sensitive, environmentally conscious, and capable of creating sustainable value for business, society, and the planet.

Strategic Alignment with the SDGs

SDG	Strategic Priority	Illustrative BGU Initiatives
SDG 3 – Good Health & Well-being	Promote health, well-being and responsible community engagement	NSS and community initiatives including health awareness, blood donation, hygiene and related outreach
SDG 4 – Quality Education	Integrate responsible, experiential and inclusive learning into management education	RMCC Social Immersion Project, community-based learning, experiential pedagogy and student outreach
SDG 5 – Gender Equality	Promote inclusion, empowerment and sensitivity to gender-related challenges	Community and field projects involving women, SHGs and vulnerable groups

SDG 8 – Decent Work & Economic Growth	Develop responsible professionals, entrepreneurs and livelihood opportunities	Entrepreneurship education, venture development, livelihood studies and community-enterprise projects
SDG 10 – Reduced Inequalities	Strengthen inclusion and engagement with underserved communities	Social immersion, NSS outreach and projects involving rural and vulnerable communities
SDG 11 – Sustainable Cities & Communities	Encourage civic responsibility, community resilience and sustainable local development	Community-development projects, cleanliness and environmental initiatives, village engagement
SDG 12 – Responsible Consumption & Production	Encourage responsible business practices and resource consciousness	Sustainability-oriented student projects, waste-related initiatives and responsible business education
SDG 13 – Climate Action	Develop environmental awareness and sustainability orientation	Plantation, environmental awareness and student sustainability initiatives
SDG 16 – Peace, Justice & Strong Institutions	Promote ethics, responsible citizenship and accountable leadership	Ethics and responsible management education, civic engagement and community-based learning
SDG 17 – Partnerships for the Goals	Build multi-stakeholder partnerships for learning and societal impact	Collaboration with NGOs, government, industry, communities and academic/ development institutions

Institutional History

About Birla School of Management

About Birla School of Management

The Birla School of Management (BSoM) was known as Birla Institute of Management Technology (BIMTECH), Bhubaneswar, an offshoot of BIMTECH, Greater Noida. It became part of the Birla Global University in the year 2016. In just a few years, it has gained recognition as a forward-thinking institution, committed to nurturing future global business leaders and entrepreneurs with a strong foundation of knowledge and technical expertise. It has been a preferred choice among B Schools in

India, particularly in the eastern region, due to its innovative, experiential and blended learning practices. Sited in a modern, technologically integrated campus, BSoM guarantees the students a healthy living and an all-round education. The faculty, a team of highly competent and dedicated professionals, plays a pivotal role in shaping the students' careers.

BSoM remains focused on the holistic development of youths through quality management education, offering MBA, BBA and Ph.D. Programs. It has garnered a high place among the leading private B-Schools in India, offering unparalleled learning opportunities tailored to meet the evolving demands of the business world. Further, being situated in Bhubaneswar, the school stands out as a preferred choice for those seeking top B Schools in Bhubaneswar. Now, it is known as an institution producing skilled and competent professionals to work in the global competitive business environment, thus solidifying its reputation among the top business schools in India.

Graduates & Enrollment

2025 Statistics	Number
Graduates	288
Faculty & Staff at the University	55
Faculty & Staff at the Institution	20
Student Enrollment at the University	684
Student Enrollment at the Institution	405
Undergraduate Attendance	157
Masters-Level Postgraduate Attendance	248
Doctoral Student Attendance	3
Certificate, Professional Development, or Continuing Education Attendance	200

Degrees Offered

Bachelor Programs

- Bachelor of Business Administration (B.B.A.)

Masters Programs

- Master of Business Administration (M.B.A.)

Masters Degree Programmes

- Bachelor of Business Administration



Purpose

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

Letter of Commitment

BGU
BIRLA GLOBAL UNIVERSITY
(Established under Birla Global University Odisha Act, 2015)

Date: 30. 09. 2026

To
The PRME Secretariat
Principles for Responsible Management Education
United Nations Global Compact Office

Subject: Commitment to the PRME Principles

Esteemed PRME Secretariat,
On behalf of the Birla School of Management, Birla Global University (BGU), Bhubaneswar, India, I am pleased to reaffirm our continued commitment to the Principles for Responsible Management Education (PRME) and its mission of advancing responsible, ethical, inclusive, and sustainable management education.

As a PRME Signatory, we recognize our responsibility to prepare future leaders who are not only professionally competent but also capable of creating sustainable value for business, society, and the planet. Guided by the seven PRME Principles—Purpose, Values, Teach, Research, Partner, Practice, and Share—we remain committed to:

1. Purpose & Values: Developing responsible leaders by embedding ethics, sustainability, inclusiveness, and social responsibility into management education.
2. Teach: Promoting innovative and experiential pedagogies that connect classroom learning with real-world societal and environmental challenges.
3. Research: Encouraging research that contributes to sustainable business, responsible management, corporate citizenship, and societal development.
4. Partner: Collaborating with industry, government, civil society, communities, and academic institutions to co-create meaningful solutions.
5. Practice: Strengthening responsible and sustainable practices within our institutional activities and student engagement.
6. Share: Promoting dialogue and knowledge-sharing among students, educators, businesses, policymakers, communities, and other stakeholders.

Our commitment is reflected through initiatives such as the Responsible Management and Corporate Citizenship (RMCC) course and Social Immersion Projects, community-based learning and research, social and environmental initiatives, and active industry–academia and community partnerships. These initiatives connect management education with real societal challenges and contribute to the United Nations Sustainable Development Goals (SDGs).

Going forward, we remain committed to strengthening the integration of responsibility and sustainability across our teaching, research, institutional practices, partnerships, and community engagement, while continuously assessing and sharing our progress with the wider PRME community.

We are pleased to reaffirm our commitment to PRME and its collective mission of developing responsible leaders for a more inclusive, equitable, and sustainable future.

Yours sincerely,

Director
Internal Quality Assurance Cell (IQAC)
Birla Global University

(Dr. Manidatta Ray)
Director - IQAC
Birla Global University, Bhubaneswar
Odisha, India

IDCO Plot No. 2, Institutional Area, Gothapatna
Bhubaneswar-751 029, Odisha, INDIA
Tel : +91-674-7103001-10
Website : www.bgu.ac.in

Definition of Purpose

At the Birla School of Management, Birla Global University, Purpose is defined as developing students and future leaders who can create sustainable value for business, society, and the planet. The institute seeks to extend management education beyond professional competence by embedding ethics, social responsibility, inclusiveness, sustainability, and responsible leadership. This Purpose is translated into practice through teaching, research, social immersion, community engagement, entrepreneurship, and stakeholder partnerships, enabling students to become responsible decision-makers and contributors to sustainable and inclusive development.

Institutional Engagement

26% - 50% of faculty at Birla Global University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Continue Telling Our Story

Birla School of Management, Birla Global University's journey in responsible management education extends beyond individual courses or activities. The institute seeks to build an ecosystem where teaching, research, community engagement, entrepreneurship, institutional practice, and partnerships collectively contribute to responsible and sustainable development.



A distinctive feature of this journey is the emphasis on learning through practice. Through the Responsible Management and Corporate Citizenship (RMCC) Social Immersion Projects, NSS-led community engagement, field-based research, entrepreneurship and innovation initiatives, students and faculty engage with real-world challenges involving communities and diverse stakeholders. These experiences connect management education with issues such as health and well-being, education, livelihoods, inclusion, gender, environmental sustainability, community development, and responsible entrepreneurship.

The institute also recognizes that transparency requires reporting not only activities but progressively understanding their outputs, outcomes, and longer-term impact. The University is therefore strengthening the documentation and SDG mapping of its initiatives and moving towards a more systematic approach to impact assessment and evidence-based reporting.

Going forward, the institute seeks to share both its progress and learning with the wider academic and responsible management education community. By documenting practices, engaging stakeholders, developing partnerships, and reflecting on areas requiring further improvement, the University aims to contribute to a culture of continuous learning, transparency, collaboration, and responsible institutional leadership.



Values

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

How We Define Values

At the Birla School of Management, Birla Global University, Values represent the ethical and responsible foundations that guide how we educate, make decisions, engage with stakeholders, and contribute to society. The institute seeks to embed integrity, accountability, empathy, inclusiveness, respect for diversity, social responsibility, and sustainability into teaching, research, institutional practices, and community engagement. These values encourage students to look beyond business performance and consider the social, ethical, and environmental consequences of managerial decisions, thereby developing responsible leaders committed to creating sustainable value for business, society, and the planet.

Who Champions Responsible Management Education at Our Institution

- Research or issue group, society, or club leading sustainability efforts
- Student contributor
- Interdisciplinary efforts across parent organization

Student Voices

The following narrative demonstrates how Birla Global University has influenced students' academic journey and personal growth.

Student's Testimonials

> **“The Social Immersion Project (RMCC) changed my understanding of management education. Working directly with communities helped me realize that management is not only about business performance, but also about understanding people, livelihoods, inclusion, and sustainability. The experience helped me become more empathetic, responsible, and conscious of the social impact of managerial decisions.”**



— Raghav Krishna Gupta, *MBA Student (2024-26), Birla School of Management*

“My involvement in community-based and sustainability-oriented projects under the RMCC cource gave me an opportunity to apply classroom concepts to real-life challenges. Interacting with different stakeholders strengthened my teamwork, problem-solving, and ethical decision-making skills. Most importantly, it made me reflect on how, as a future manager, I can create value not only for business but also for society and the planet.”



— N. Selvina, *MBA Student (2023-25), Birla School of Management*

Student Awareness

76% - 100% of students at Birla Global University are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Birla Global University actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Faculty Testimonial

“At the Birla School of Management, Birla Global University, values are an integral part of how we teach, engage, and grow together. As a faculty member in Organizational Behaviour and Human Resource Management, I experience this through the institute’s emphasis on ethics, empathy, diversity, inclusion, dignity, and mutual respect. Classroom discussions, team-based learning, community engagement, and interactions with diverse stakeholders provide opportunities for students to appreciate different perspectives and become more sensitive to issues of equity and inclusion. The institute encourages us to look beyond professional competence and nurture students as responsible individuals who value people, respect differences, and contribute positively to organizations and society.”



— Dr. Saswati Tripathy
Assistant Professor, Organizational Behaviour & Human Resource Management
Birla School of Management, Birla Global University

“For me, management education has a larger purpose than developing managerial competence—it should nurture responsible individuals who understand their accountability to business, society, and the planet. At the Birla School of Management, Birla Global University, I strive to integrate values such as ethics, empathy, inclusiveness, sustainability, and social responsibility into teaching and student engagement. Through social immersion, community-based projects, entrepreneurship, field learning, and interaction with diverse stakeholders, I encourage students to understand realities beyond the classroom and respect different perspectives. I believe

that celebrating values means translating them into practice and enabling students to become ethical, compassionate, and responsible leaders capable of creating sustainable value for all."



— **Dr. Suvendu Kumar Pratihari**
Assistant Professor, Marketing & Entrepreneurship
Birla School of Management, Birla Global University

Teach

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

How We Define Teach

At the Birla School of Management, Birla Global University, Teach means creating student-centred, experiential, and responsible learning experiences that connect management concepts with real-world challenges. The institute integrates ethics, sustainability, SDGs, social immersion, community engagement, and innovation into pedagogy to develop competent, reflective, and responsible future leaders.

Courses that support RME

Birla Global University reports 1 course in 2025 that support responsible management education and sustainable development goals.

Course Summary: Responsible Management & Corporate Citizenship (RMCC) | BM-115

The Responsible Management & Corporate Citizenship (RMCC) course integrates management education with ethics, sustainability, and community engagement. Designed as a social immersion project, it enables MBA students to apply classroom concepts to real-world challenges, preparing them to be socially responsible leaders aligned with PRME principles and the UN Sustainable Development Goals (SDGs).

Course Objectives

Sensitize students to responsible management education and corporate citizenship.

Develop civic responsibility and commitment toward achieving SDGs.

Expose students to the challenges of underprivileged communities through immersion projects.

Strengthen decision-making and problem-solving with ESG considerations.

Foster empathy, self-reflection, and sustainable leadership.

☑ Course Outcomes (COs)

By the end of the course, students will be able to:

CO1: Demonstrate social sensitivity in decision-making.

CO2: Develop innovative ideas to solve social, economic, health, and environmental problems.

CO3: Prepare and implement strategic action plans for marginalized communities.

CO4: Apply management principles to address societal challenges.

 Course Modules

Module I: Conceptual Foundations

Social Immersion and RME

Corporate Citizenship: Concepts, Components, Stages

CSR in India: Legal Framework

ESG (Environmental, Social, Governance) Concerns

Module II: Global Frameworks

UN Sustainable Development Goals (SDGs)

UN Global Compact: Ten Principles

Principles of Responsible Management Education (PRME)

Corporate Case Studies on SDGs/ESG

Active Citizenship and Participatory Governance

Module III: Research Methods

Research Tools and Techniques for Field Studies

SWOT, Participatory Rural Appraisal (PRA), Logical Framework Approach (LFA), Action Research

Data Collection Methods: Questionnaire, Interview, Focus Group Discussion (FGD)

Module IV: Planning & Field Work

Project Planning and Action Plan Design

Community Immersion and Field Visits

Reflection on Field Experiences

Module V: Field Work, Reporting & Presentations

Data Analysis and Problem Assessment

Report Writing and Presentations

Reflection on Personal Learning and Professional Orientation

At Birla Global University, Responsible Management Education (RME) shapes students into leaders who balance business success with societal good. Through the RMCC course and NSS immersion projects, they gain:

Transformative perspective – shifting from profit-centric to purpose-driven leadership.

Practical skills – problem-solving, teamwork, and decision-making in real contexts.

Value-based outlook – embracing ethics, inclusivity, and the SDGs.

Personal growth – building empathy, resilience, and civic responsibility.

Our graduates leave with more than knowledge—they carry a responsibility mindset for sustainable and ethical leadership.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Birla Global University.

Faculty Achievement - Best paper Award

Granter: IIM Ranchi - 10th PAN-IIM World Management Conference (WMC) 2025

Grantee: Dr. Suvendu Kumar Pratihari

Award Description:

Best Paper Award – Research for Social Impact
Dr. Suvendu Kumar Pratihari received the Best Paper Award – First Runner-up in the Interdisciplinary Studies Track at the 10th Pan-IIM World Management Conference (WMC) 2025, held at IIM Ranchi from 27–29 November 2025. The conference itself was themed "Driving Social Impact through Management Research."

The award recognized his paper titled "Evaluating the Role of Local Governance and Civil Society in Strengthening Social Security and Development Outcomes for Vulnerable Communities in India." Pan-IIM WMC 2025 Best Paper Cer… The work closely reflects the philosophy underlying the Responsible Management and Corporate Citizenship (RMCC) course by connecting management research with grassroots institutions, civil society, vulnerable communities, and development outcomes. It also demonstrates the broader commitment to responsible management education by translating community engagement and social immersion into research and knowledge creation for societal impact. In this sense, the recognition provides evidence of the integration of Teaching, Research, Partnership, and Purpose, while contributing particularly to themes associated with SDGs 1, 10, 16, and 17.

Educator Recognition

At Birla Global University, we recognize educators for quality of teaching in the following ways:

- Institutional recognition events
- Faculty promotion and tenure consideration
- Publication or research support
- Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at Birla Global University support sustainability and responsible management in their classrooms.

Teaching Voices

“My approach to teaching is student-centred, experiential, and connected to real-world challenges. I believe responsible management education should enable students to move beyond conceptual learning and understand the social, economic, and environmental implications of managerial decisions. Through case-based learning, field immersion, community engagement, design thinking, entrepreneurship and venture development, simulations, and technology-enabled learning, I encourage students to identify real problems, engage with diverse stakeholders, and develop responsible and sustainable solutions. By integrating ethics, sustainability, inclusiveness, innovation, and the SDGs into learning experiences, my aim is to prepare students not only as competent managers and entrepreneurs, but as responsible leaders capable of creating sustainable value for business, society, and the planet.”



Dr. Snigdha Mohapatra
Associate Professor - OB&HR

Barriers to Innovative Curriculum

In 2025, Birla Global University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- Budgetary limitations
- Learning curve for faculty
- Time constraints

Barriers to Innovative Pedagogy

In 2025, Birla Global University identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- Overloaded faculty
- Classroom infrastructure limitations
- Budget constraints



Research

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

How We Define Research

At the Birla School of Management, Birla Global University, Research means generating rigorous, relevant, and actionable knowledge that addresses business, societal, and environmental challenges. We encourage research on sustainability, ethical leadership, inclusive growth, responsible business, social innovation, and community development, translating academic inquiry into meaningful societal and policy impact.

Research vs Research for RME/Sustainable Development

44 Peer-reviewed articles were published by Birla Global University from this past calendar year.

vs

15 Peer-reviewed articles were published by Birla Global University from this past calendar year in support of RME.

Research Funding

In 2025, Birla Global University was awarded funding for research that is:

National **Regional** **Local**

Socializing Research

In 2025, Birla Global University contributed research findings to:

- Government and policy makers
- Research collaborations
- Social media and digital outreach
- Open-access platforms
- Industry and business networks

Research Projects

In 2025, Birla Global University reported 13 research projects that implemented responsible or sustainable activities.

Project Pragati

Period Covering: September, 2024 - October, 2024

Department: Business Administration

Project Pragati with CYSD

Project Pragati is a collaborative initiative between Birla Global University (BGU) and the Centre for Youth and Social Development (CYSD), Odisha, designed to strengthen the university's commitment to Responsible Management Education (RME) and community engagement under the PRME framework.

The project focuses on capacity building, participatory governance, and sustainable development by engaging MBA students in real-life problem-solving at the grassroots. Students are exposed to the challenges of rural and tribal communities in Odisha, working closely with CYSD facilitators to apply management principles in areas such as:

- Livelihood and entrepreneurship development for rural youth and women.
- Strengthening local governance systems through participatory planning.
- Education and awareness campaigns on health, sanitation, and financial inclusion.
- Climate-resilient practices promoting eco-sensitivity and sustainability.

Through Project Pragati, students not only gain experiential learning but also contribute directly to SDGs such as SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work & Economic Growth), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action).
The initiative embodies the principle of "learning by serving", aligning classroom knowledge with societal needs. It has enhanced students' understanding of responsible leadership, ethical decision-making, and sustainable business models, while enabling CYSD to extend its outreach through the fresh perspectives and energy of young professionals.

Impact so far:

- Empowered student volunteers with practical skills in social research, project planning, and impact assessment.
- Strengthened BGU's institutional partnerships with civil society organizations, advancing SDG 17 (Partnerships for the Goals).
- Fostered a new generation of graduates committed to linking management education with social responsibility and inclusive growth.



Gram Panchayat Development Index (GPDI) – Evidence-Based Local Governance

Period Covering: July, 2025 - October, 2025

Department: Entrepreneurship

Gram Panchayat Development Index (GPDI) – Evidence-Based Local Governance

The **Gram Panchayat Development Index (GPDI) Study** is a collaborative research initiative of **Birla Global University (BGU) and the Centre for Youth and Social Development (CYSD), Odisha**, aimed at strengthening evidence-based local governance and understanding development performance at the grassroots level.

The study examines Gram Panchayat-level development across selected blocks of Odisha, including **Saharapada, Thakurmunda, Baipariguda, Mathili, Kolnara, Titlagarh, and Kesinga**. Using GPDI data across different periods, the project analyses variations in Panchayat performance and identifies the factors contributing to improvements or gaps in local development.

The study focuses on key dimensions of grassroots development, including:

- **Health and well-being**
- **Education and human development**
- **Fiscal and financial performance**
- **Basic infrastructure and public services**
- **Governance and institutional effectiveness**
- **Inter-Panchayat disparities and development gaps**

A distinctive feature of the project is its emphasis on moving beyond overall GPDI scores to understand the **drivers of change**. Comparative and driver-level analyses are used to identify areas in which Panchayats have improved, remained stagnant, or require greater policy and institutional attention. The findings are intended to support **evidence-based planning, participatory governance, and locally relevant development interventions**.

The initiative contributes to several SDGs, particularly **SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals).**

From the perspective of responsible management education, the GPDI initiative demonstrates how **academic research, civil-society partnership, data analytics, and grassroots governance can be integrated to address real development challenges**. It also creates opportunities for faculty and students to engage with development data, local institutions, communities, and policy questions, thereby connecting management research with societal needs.

Expected Contribution and Impact:

- Generate **evidence-based insights** into the development performance of Gram Panchayats.

- Identify key **drivers, disparities, and areas requiring intervention** across Panchayats and development dimensions.
- Support **local governance and development planning** through actionable research findings.
- Generate research and policy outputs that contribute to the wider discourse on **grassroots governance, community participation, and sustainable development**.
- Strengthen the **BGU–CYSD partnership** for research, community engagement, and policy-oriented knowledge creation.
- Demonstrate how management education and research can contribute to **stronger institutions, inclusive development, and SDG localization at the grassroots level**.



Strategic Intervention for Making GOTHAPATNA Village a Model Village

Period Covering: August, 2024 - August, 2025

Department: Management

Strategic Intervention for Making Gothapatna Village a Model Village was undertaken under BGU's RMCC Social Immersion initiative during November 2024. Following physical, social and resource mapping and stakeholder interactions, students identified sanitation, hygiene, education and inadequate community infrastructure as priority concerns. The intervention focused on menstrual-hygiene awareness and sanitary-pad distribution among village women, cleanliness and creative awareness activities with primary-school children, community clean-up and waste-management awareness, and engagement with the Sarpanch, Panchayat and school authorities. Explicitly aligned with **SDG 3 (Good Health and Well-being), SDG 4 (Quality Education) and SDG 6 (Clean Water and Sanitation)**, the project combined community engagement with experiential responsible-management education.



Village sanitation Issue



Interaction with the Village Community Members

Work, Life, and the Gender Divide: Examining Work-Life Balance Challenges for Men and Women

Period Covering: August, 2024 - August, 2025

Department: Business Administration

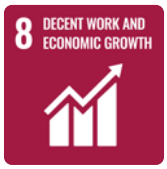
The Work, Life, and the Gender Divide: Examining Work-Life Balance Challenges for Men and Women project was undertaken under the RMCC Social Immersion initiative to examine how gender roles, family responsibilities, workplace structures and organisational policies influence the work-life experiences of men and women. Using surveys, interviews and extensive individual case analyses across diverse occupations, MBA students explored issues including working hours, caregiving responsibilities, stress and burnout, workplace flexibility, gender expectations and organisational support. The project highlighted the need for flexible working arrangements, gender-neutral caregiving and leave policies, shared household responsibilities, employee wellness support and inclusive workplace cultures. Aligned primarily with **SDG 3 (Good Health and Well-being), SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth)**, the project enabled students to examine employee well-being and gender equity as integral dimensions of responsible management and sustainable organisational practice.











Corporate Social Responsibility – Role of Directors and Key Officials in CSR Activities / CSR Experiences of Companies in India

Period Covering: August, 2024 - August, 2025

Department: Business Administration

Corporate Social Responsibility – Role of Directors and Key Officials in CSR Activities / CSR Experiences of Companies in India was undertaken under the RMCC initiative to provide MBA students with an applied understanding of corporate responsibility, governance and sustainable development. Using primary interactions and secondary research, students developed comparative case studies of **10 organisations—NALCO, TCS, SBI, Infosys, Reliance Industries, DBS Bank, IndusInd Bank, Axis Bank, Union Bank of India and Accenture**—examining their CSR governance and initiatives in health, education, livelihoods, gender equality, rural development, inclusion and environmental sustainability. The project also explored the role of Boards, CSR Committees and key officials in planning, implementing and monitoring CSR activities. Aligned particularly with **SDGs 3, 4, 5, 8, 10, 12,**

13 and 17, the project enabled students to connect management education with real corporate practices and develop deeper understanding of stakeholder responsibility, ethical governance, sustainability and social-impact management.









Strategic Intervention for Making Kantabada a Model Village

Period Covering: August, 2024 - August, 2025

Department: Business Administration

Strategic Intervention for Making Kantabada a Model Village

The project focuses on developing Kantabada as a Model Village through a structured, community-oriented approach to identifying local development challenges and designing strategic interventions. It emphasizes understanding village-level socio-economic conditions, infrastructure and basic services, health and sanitation, education, livelihoods, and community needs.

The initiative connects management education with grassroots development, enabling students to apply problem identification, stakeholder engagement, field research, and strategic planning to a real community setting. Based on field-level assessment, the project seeks to formulate practical interventions that can contribute to inclusive and sustainable village development.

The project broadly aligns with SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Communities), and SDG 17 (Partnerships for the Goals).

From a responsible management education perspective, the initiative provides an experiential platform for students to understand rural realities, community participation, stakeholder perspectives, social responsibility, and sustainable development, while exploring how management knowledge can be applied to create meaningful community-level solutions.



Village Household Survey by Students



Interaction with the Village Community



Welfare and Inclusion of the Transgender Community

Period Covering: August, 2024 - August, 2025

Department: Business Administration

Welfare and Inclusion of the Transgender Community was undertaken under the RMCC Social Immersion initiative to understand the social, educational, healthcare, economic and institutional challenges experienced by transgender persons. Through direct interactions, personal interviews, case studies and stakeholder-oriented analysis, MBA students explored issues including stigma and discrimination, family and social acceptance, mental well-being, healthcare access, education, employment, public infrastructure, legal identity and economic empowerment. The project highlighted the need for awareness and sensitisation, inclusive education, accessible healthcare, skill development, dignified employment, entrepreneurship opportunities, gender-inclusive

infrastructure and stronger institutional support. Aligned primarily with SDGs 3, 4, 5, 8, 10 and 16, the project strengthened students' understanding of diversity, equity, inclusion, human dignity and responsible leadership, while encouraging them to consider how organisations and managers can contribute to more inclusive workplaces and society.
A3-Work Life Balance (RMCC)





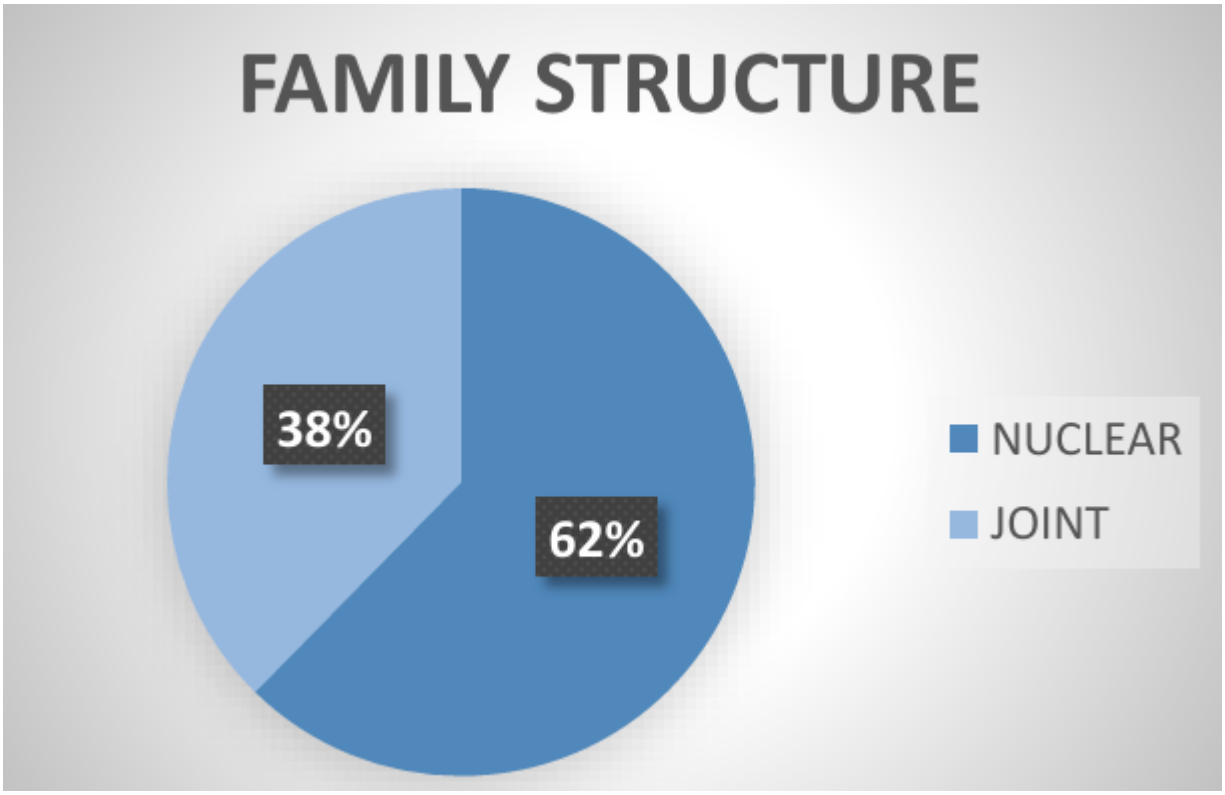


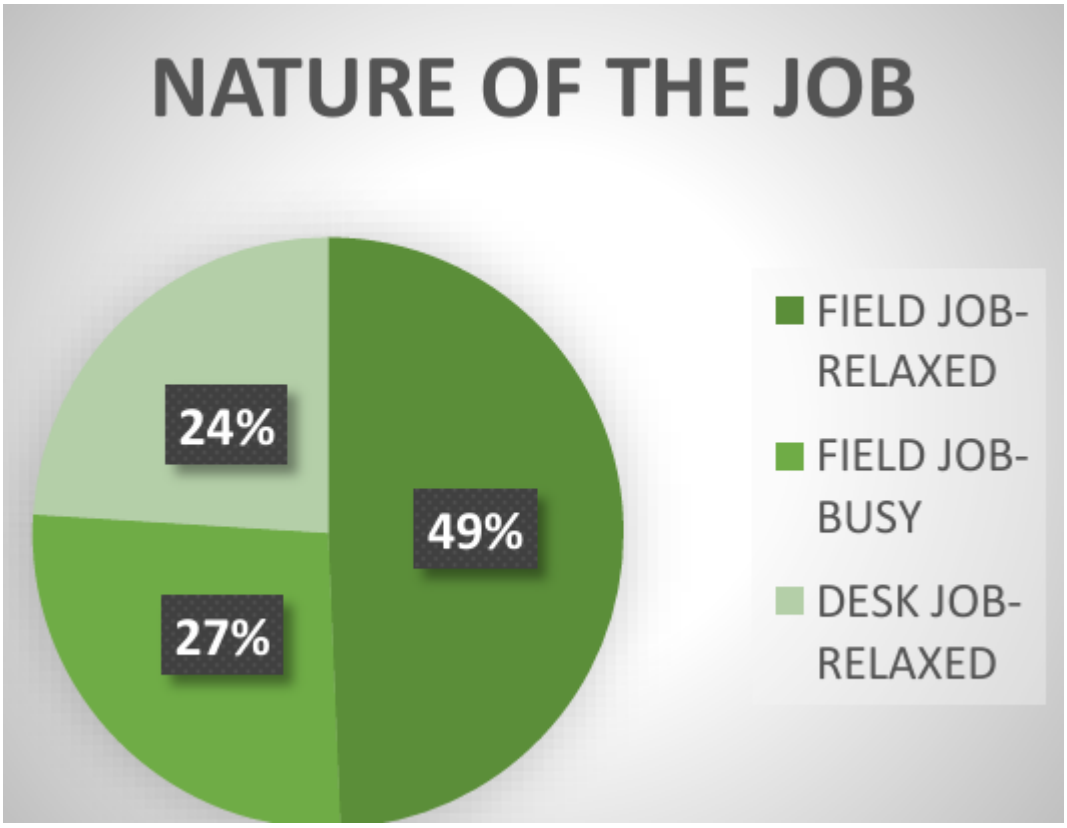
Work-Life Balance: Government vs Private Sector – Striking the Right Balance

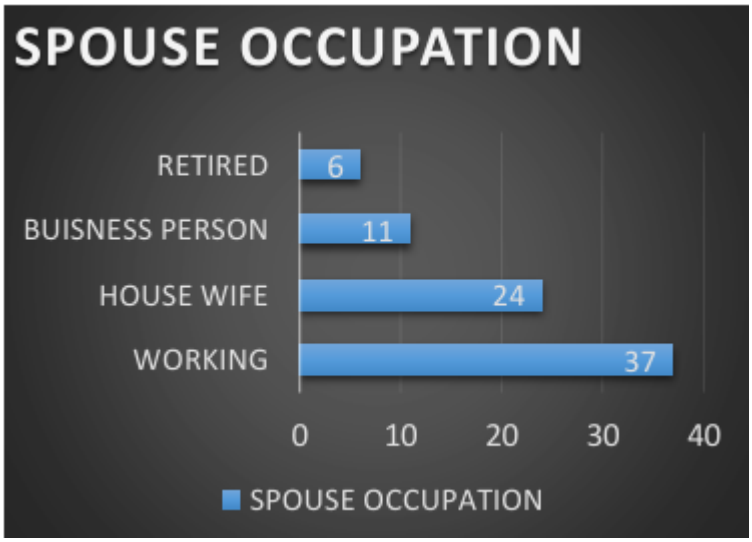
Period Covering: August, 2024 - August, 2025

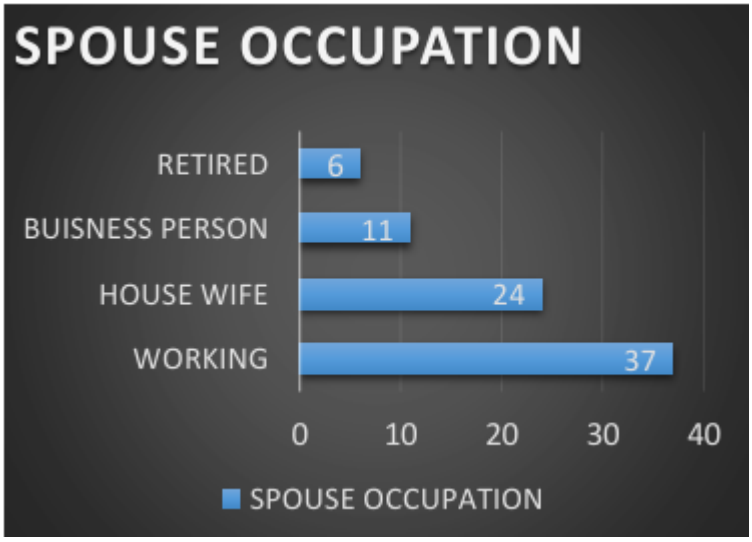
Department: Business Administration | Management | Entrepreneurship

Work-Life Balance: Government vs Private Sector – Striking the Right Balance was undertaken under the RMCC Social Immersion initiative to explore how employees across government and private-sector settings manage professional responsibilities alongside personal and family life. Through surveys, interviews and individual case analyses, MBA students examined factors including working hours, workload, occupational stress, burnout, work-family conflict, organisational support, workplace flexibility and remote working. The project identified long working hours, deadline pressures, overtime and continuous digital accessibility as important contributors to work-life imbalance, while highlighting the importance of flexible work arrangements, supportive management, employee wellness, effective time management and clear work-life boundaries. Aligned primarily with SDG 3 (Good Health and Well-being) and SDG 8 (Decent Work and Economic Growth), the project enabled students to understand employee well-being as an integral dimension of responsible management and sustainable organisational practice.

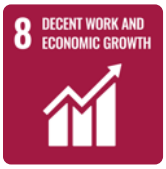



NATURE OF THE JOB
24%
49%
27%
FIELD JOB-RELAXED
FIELD JOB-BUSY
DESK JOB-RELAXED









Strategic Intervention for Making Kateni Village a Model Village

Period Covering: August, 2024 - August, 2025

Department: Business Administration | Management | Marketing | Entrepreneurship

Strategic Intervention for Making Kateni Village a Model Village was undertaken under the RMCC Social Immersion initiative to connect management education with grassroots sustainable development. Through physical, social and resource mapping, socio-economic assessment, SWOC analysis, community interaction and Logical Framework-based intervention planning, MBA students identified priority concerns including caste-based social divisions, educational limitations, inadequate drainage and sanitation, infrastructure disparities and livelihood opportunities. Interventions emphasised awareness, equality, community participation and educational engagement, while the

project developed recommendations for continued action by subsequent MBA cohorts in collaboration with village stakeholders. Aligned primarily with SDGs 4, 6, 10 and 11, with broader relevance to SDG 1, the initiative strengthened students' understanding of social inclusion, stakeholder engagement, responsible leadership and sustainable rural development.













Street Vendors / Socio-Economic Conditions of Small Vendors

Period Covering: August, 2024 - August, 2025

Department: Business Administration | Entrepreneurship

Street Vendors / Socio-Economic Conditions of Small Vendors was undertaken under the RMCC Social Immersion initiative to examine the livelihood and business realities of street vendors in Bhubaneswar. Through primary field interactions, surveys and case studies, MBA students explored vendors' demographic and business profiles, financial conditions, working environment, health and hygiene, quality of life and major livelihood constraints. The project highlighted challenges including limited capital and savings, inadequate infrastructure, occupational health concerns, informality, competition and limited awareness of government schemes and legal protections. It also explored opportunities through financial inclusion, digital payments, improved hygiene, marketing, product diversification, government support and stronger integration of street vending into urban planning. Explicitly aligned with SDG 1 (No Poverty), SDG 3 (Good Health and Well-being) and SDG 8 (Decent

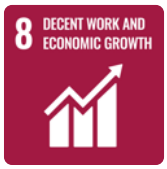
Work and Economic Growth), the project enabled students to understand informal entrepreneurship, livelihood vulnerability and inclusive economic development as important dimensions of responsible management.











Ghangapatna: A Step Towards a Model Village

Period Covering: August, 2024 - August, 2025

Department: Business Administration

Ghangapatna: A Step Towards a Model Village is a longitudinal RMCC Social Immersion initiative through which successive MBA cohorts engage with Ghangapatna to identify community needs and develop strategic interventions for sustainable rural development. Building on the groundwork of the MBA 2023–25 batch, the MBA 2024–26 cohort undertook field engagement and needs assessment focusing on drinking water, sanitation, healthcare, gender empowerment and environmental sustainability. The project incorporated community participation, health and hygiene awareness, well-sanitisation planning, environmental initiatives and SHG-oriented capacity-building strategies, while developing a roadmap for continued interventions by future cohorts and institutional partners.

Explicitly aligned with SDG 3 (Good Health and Well-being), SDG 5 (Gender Equality) and SDG 6 (Clean Water and Sanitation), the initiative provides students with experiential learning in stakeholder engagement, responsible leadership and community-centred sustainable development.













Anandalaya - A Holistic Development of Tribal Children by Vivekananda Kendra, Keonjhar, Odisha

Period Covering: August, 2024 - August, 2025

Department: Business Administration

TAnandalaya - A Holistic Development of Tribal Children by Vivekananda Kendra Project enabled MBA students to experience how a locally rooted, community-based educational initiative can support the holistic development of children in rural, tribal and socially disadvantaged communities. Through engagement with children, Acharyas, parents, teachers and community stakeholders, students observed the contribution of joyful learning, value-based education, creative activities, local educators and parental participation to children's learning and personal development. The immersion simultaneously strengthened students' understanding of educational inclusion, grassroots leadership, stakeholder engagement and social value creation.



1. Background and Context

Anandalaya - A Holistic Development of Tribal Children by Vivekananda Kendra Project, Keonjhar was undertaken as part of the Social Immersion component of the Responsible Management & Corporate Citizenship initiative of the Birla School of Management, Birla Global University. Two groups of MBA students independently engaged with the Anandalaya initiative, providing complementary observations and case studies across different village centres in Keonjhar. The two reports together offer a broader understanding of how a community-based educational initiative can contribute to the development of children in rural, tribal and socially disadvantaged communities.



Anandalaya, meaning **"**Abode of Joy,**"** is an initiative of Vivekananda Kendra centred on holistic education and value-based development. Its approach goes beyond conventional academic instruction by combining educational support with creativity, physical activities, discipline, cultural learning, character building and community participation. The model seeks to create a joyful learning environment in which children can develop academically, socially, emotionally and physically.

2. Objectives of the Social Immersion

The central objective of the student engagement was to understand how Anandalaya contributes to improving educational opportunities and the holistic development of children in remote communities. One of the reports specifically describes the study as examining how Anandalaya seeks to enhance the educational standards of tribal and socially disadvantaged children. A3-Work Life Balance (RMCC).

The central objective of the student engagement was to understand how Anandalaya contributes to improving educational opportunities and the holistic development of children in remote communities. One of the reports specifically describes the study as examining how Anandalaya seeks to enhance the educational standards of tribal and socially disadvantaged children. A3-Work Life Balance (RMCC).



The immersion also enabled students to examine the functioning of the centres, understand the role of local educators or Acharyas, interact with parents and other stakeholders, observe children's learning and developmental activities, identify operational and infrastructural challenges, and reflect on the wider contribution of community-based education to inclusive development

3. Field Immersion and Methodology

The combined field immersion was conducted during 11–13 November 2024 across multiple Anandalaya centres in Keonjhar. The two student groups covered different village locations, thereby expanding the geographical and experiential scope of the overall study. Report 1, for example, documents field engagement at centres including Ankalpada, Kumulanali and Patilo, while Report 2 provides additional village-level cases, including Baijapada.

The methodology was predominantly qualitative and experiential. Students used field observation, interactions and case-study approaches, supplemented by secondary information from Vivekananda Kendra resources. They interacted with multiple stakeholders, including children, Acharyas, parents, school teachers, Karyakartas and volunteers. A3-Work Life Balance (RMCC). Rather than remaining passive observers, the MBA students participated in the learning environment through activities such

as action songs, drawing, games, creative exercises and group-based activities. These interactions helped them establish rapport with the children while observing aspects such as participation, creativity, confidence, teamwork and social interaction.

4. Anandalaya as a Holistic Educational Model

One of the strongest insights emerging from the two reports is that Anandalaya views education as a process extending beyond textbook knowledge. Its learning environment incorporates academic support, yoga, physical exercise, songs, games, drawing, performing arts, cultural activities, health awareness and value-based education. The reports describe these activities as contributing to creativity, self-expression, teamwork, confidence and regular learning habits. This is particularly relevant in rural contexts where children may not have regular access to supplementary learning resources or organised extracurricular activities. For the MBA students, the field immersion demonstrated that quality education is multidimensional. It includes not only academic performance but also the learning environment, motivation, teacher support, confidence, health, discipline, creativity, values and community involvement.



5. Educational Inclusion of Rural, Tribal and Socially Disadvantaged Children

The project's strongest developmental dimension is its focus on children in communities where educational opportunities may be constrained. One report explicitly states that the study sought to understand how Anandalaya works to elevate educational standards among tribal and socially disadvantaged children, with particular attention to younger children. A3-Work Life Balance (RMCC).

The field cases demonstrate how locally accessible educational support can complement formal schooling. For example, the Kumulanali case describes Anandalaya as providing supplementary learning before children attend regular school and records positive parental perceptions regarding children's academic development and confidence. The initiative therefore contributes to the broader objective of making educational opportunities more inclusive by bringing supportive learning environments closer to rural communities.

6. Role of Acharyas as Grassroots Educators and Leaders

The interaction with Acharyas is one of the most significant aspects of the combined reports. Acharyas are not presented simply as classroom instructors. They serve as educators, mentors and community-level facilitators who help sustain the Anandalaya learning environment. Particularly noteworthy is the observation that some Acharyas had themselves previously been associated with the Anandalaya system as students. Their progression from learners to educators and local leaders demonstrates an important dimension of grassroots capacity building.

During interactions, Acharyas described how their association with Anandalaya contributed to the development of communication skills, leadership, confidence, teamwork and responsibility. Their subsequent role in guiding younger children suggests a locally embedded cycle in which educational development can gradually generate community-level human capacity. From a responsible-management perspective, this provides students with an example of how social initiatives can potentially strengthen local institutions by developing people from within the community.



7. Parent and Community Participation

Both reports demonstrate that parental involvement is an important part of the Anandalaya ecosystem. Students interacted with parents to understand their perceptions of changes in their children's learning, behaviour, health and personal development. Parents reported positive observations relating to areas such as academic performance, willingness to study, discipline, confidence and social behaviour.

8. Creativity, Confidence and Life-Skill Development

Anandalaya's educational philosophy also places importance on children's creativity and personal development.

During the field visits, MBA students engaged children through drawing competitions, group games and other interactive activities. For example, at the Patilo Anandalaya, students participated in a drawing activity designed to understand children's creativity and collaborative abilities. The report notes considerable enthusiasm and creativity among participating children.

Such activities illustrate a broader understanding of educational quality in which children are encouraged not merely to acquire knowledge but also to communicate, collaborate, express themselves and develop confidence.





Another notable feature of the Anandalaya model is the integration of physical and health-related activities into the learning process. Yoga, exercise and health-awareness activities form part of the broader educational experience. Parents interviewed during the study associated these practices with improvements in children's physical well-being, discipline and structured behaviour. This holistic approach reinforces the idea that children's educational development is closely connected with their physical, emotional and social well-being.







National Service Scheme (NSS): Service as Experiential Learning

Period Covering: July, 2025 - June, 2026

Department: Business Administration | Accounting | Business Analytics | Computer Information Systems | Economics | Entrepreneurship | Finance | Human Resource Management | Management | Marketing

1. Overview

The **National Service Scheme (NSS) at Birla Global University** provides an institutional platform through which undergraduate students engage directly with social, educational, health, environmental and community-development challenges. Rather than treating community service merely as an extracurricular activity, the NSS model connects **student volunteerism with experiential learning, civic responsibility and sustainable development**.

During 2025–26, the activities engaged rural schoolchildren, Anganwadi centres, informal workers, street vendors, village residents and university stakeholders. The portfolio covered education and child development, health and preventive care, environmental sustainability, informal livelihoods, legal literacy, digital safety, youth leadership and responsible citizenship.

This makes NSS particularly relevant to PRME because it extends responsible and sustainability-oriented education beyond formal management courses and enables **undergraduate students to learn responsibility through direct engagement with society**.



2. Scale and Reach

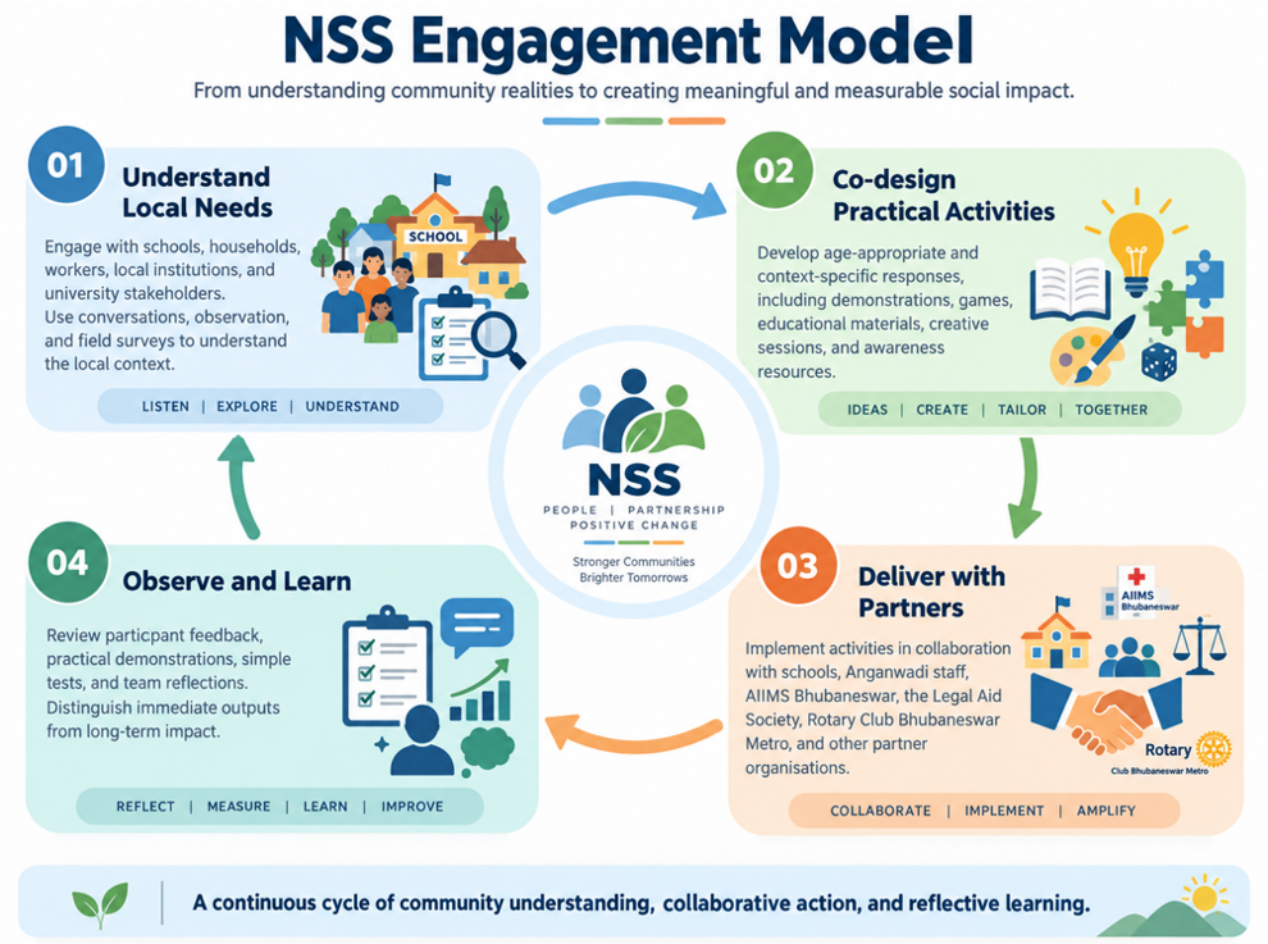
The scale of undergraduate engagement is significant. The Annual Report documents 415 NSS volunteers, operating through four NSS Units, with 33 documented activities during the academic year. The initiatives collectively reached 700+ direct beneficiaries and engaged communities through schools, Anganwadi centres, villages, slum areas, informal workplaces and other community settings. The beneficiary profile was deliberately diverse. It included rural schoolchildren, Anganwadi children, children in residential care, village residents, daily-wage workers, street vendors and members of the university community.





3. NSS as an Experiential-Learning Model

A particularly strong feature for the PRME report is the “Service as Experiential Learning” model articulated in the Annual Report. The approach combines community-identified needs, student-led planning, faculty guidance and partner participation. Volunteers facilitate learning sessions, observe community conditions, participate in preventive-health education, undertake environmental and civic activities and, in some cases, return for follow-up engagements rather than limiting participation to one-time events.



Conceptually, the model can be understood as a learning cycle:

Understand Local Needs → Co-design Practical Activities → Deliver with Partners → Observe and Learn

This is important from a PRME perspective because students are not positioned only as volunteers providing assistance. They also become learners, observers, collaborators and reflective participants in community development.

4. Inclusive Education and Development of Children

Education emerged as one of the most prominent areas of engagement. NSS volunteers worked with rural schools, Anganwadi centres and children's institutions through programmes involving foundational learning, creative expression, digital literacy, STEM exposure, life skills, health awareness and experiential learning.



For example, an extended Community Learning and Life Skills Outreach Programme involved eight volunteers working for 30 contact hours with 35 rural students at Gangapatana Primary School. Activities combined English communication, CPR awareness, creative learning, plantation, cleanliness and cultural activities.

Under the Each-One-Teach-One approach, volunteers engaged 55 rural students at Gadamalipada through art and craft, mathematical games, terracotta painting and interactive sessions. Importantly, the report records that interactions with the children also helped volunteers understand rural educational challenges and aspirations, thereby strengthening empathy and social responsibility. This represents a two-way educational process: community children receive learning opportunities while university students develop social awareness and responsible leadership capabilities.







5. Digital Inclusion and STEM Learning

The NSS programme also addressed inequalities in access to digital and scientific learning.

A two-day Digital Literacy Bootcamp reached 59 rural school students, supported by 41 BGU student volunteers. Students received practical exposure to computer fundamentals, operating systems, MS Word, PowerPoint and responsible digital and media usage.



Similarly, a science excursion enabled 70 rural students to visit the Regional Science Centre and Pathani Samanta Planetarium, providing experiential exposure to interactive scientific exhibits, experiments and astronomy. Twenty NSS volunteers supported the programme. These initiatives demonstrate how undergraduate volunteers can contribute to reducing educational and digital opportunity gaps while developing their own capabilities in communication, facilitation, teamwork and leadership.





6. Health, Well-being and Preventive Care

Health-related initiatives moved students from awareness to practical community action. The programme portfolio included health and hygiene education, CPR training, voluntary blood donation, sickle-cell anaemia screening and substance-abuse prevention. One school-based health and hygiene programme included practical demonstrations of handwashing and oral hygiene and distribution of 100 hygiene kits. A post-intervention assessment reported that 92% of observed children could correctly demonstrate the six steps of handwashing, providing one of the clearer examples in the Annual Report of movement beyond activity counting toward outcome assessment.





A CPR Workshop conducted with AIIMS Bhubaneswar involved 135 NSS volunteers and 15 faculty/ staff members, providing hands-on exposure to emergency-response and life-saving techniques.



The Blood Donation and Sickle Cell Anaemia Screening programme, meanwhile, collected **47 units of blood** and screened **50 female participants**, illustrating how institutional partnerships can translate student mobilisation into tangible health-related outputs.

7. Environment, Sanitation and Water Stewardship

Environmental responsibility constituted another significant learning domain. Students participated in cleanliness drives, plantation and plant-care activities, water-source assessment and sanitation-related field observations. A particularly relevant example for experiential learning was the Sanitary

Well Assessment at Gangapatna Village. Nine volunteers inspected defunct community wells, household borewells and school water sources and documented water-quality concerns, drainage conditions, stagnant water and structural risks. The report explicitly notes that this activity strengthened volunteers' field-research skills and environmental awareness while producing preliminary evidence for future community interventions. Plantation and plant-care activities were conducted throughout the year with 70 students and staff, shifting the emphasis from one-time plantation toward continued care and environmental responsibility.





8. Understanding Livelihoods and Socio-Economic Vulnerability

NSS also provided students opportunities to understand people whose livelihoods are often underrepresented in conventional academic settings. Through the “Protecting the Invisible Workforce” initiative, volunteers engaged 30 daily-wage workers at construction sites, slum clusters and industrial workplaces and examined health, sanitation and housing challenges. The experience sensitised students to the socio-economic vulnerabilities of informal workers.

A socio-economic survey of local fruit vendors examined livelihood conditions, financial stability, operational challenges and awareness of government support schemes. The study identified fluctuating earnings, limited awareness of support mechanisms and losses caused by spoilage and inadequate cold-storage facilities. For student volunteers, this created practical exposure to informal livelihoods, financial inclusion and sustainable urban development. For PRME reporting, these initiatives are especially valuable because they expose students to the human and social dimensions of economic activity, including vulnerability, decent work, inclusion and livelihood sustainability.



9. Rights, Justice and Responsible Digital Citizenship

Responsible citizenship was also developed through engagement with legal and digital issues.
A Legal Awareness Camp conducted with the Legal Aid Society of Birla School of Law reached 60 villagers and addressed fundamental rights and duties, child safety, free legal aid and access to justice. The programme used interactive skits, role plays, information materials, legal consultations and community surveys.



Cybersecurity activities conducted with the Commissionerate of Police addressed cybercrime, online fraud, digital privacy and safe internet practices, connecting responsible citizenship with emerging digital risks. These initiatives broaden responsible education beyond environmental sustainability to include rights, justice, ethical digital behaviour and institutional responsibility.

10. Leadership, Citizenship and Values

The NSS experience also provided undergraduate students with opportunities for leadership development and civic participation. Independence Day activities, for example, included a Nukkad Natak on poverty, educational inequality and social disparities, using cultural expression as a means of social awareness. The National Youth Day Leadership Workshop used experiential exercises to develop teamwork, communication, trust-building and leadership, while Republic Day, NSS Day, cultural camps and state-level NSS participation reinforced citizenship, constitutional values, cultural identity and public service. Thus, NSS contributes not only to community-facing outcomes but also to the formation of students as socially aware and responsible citizens.

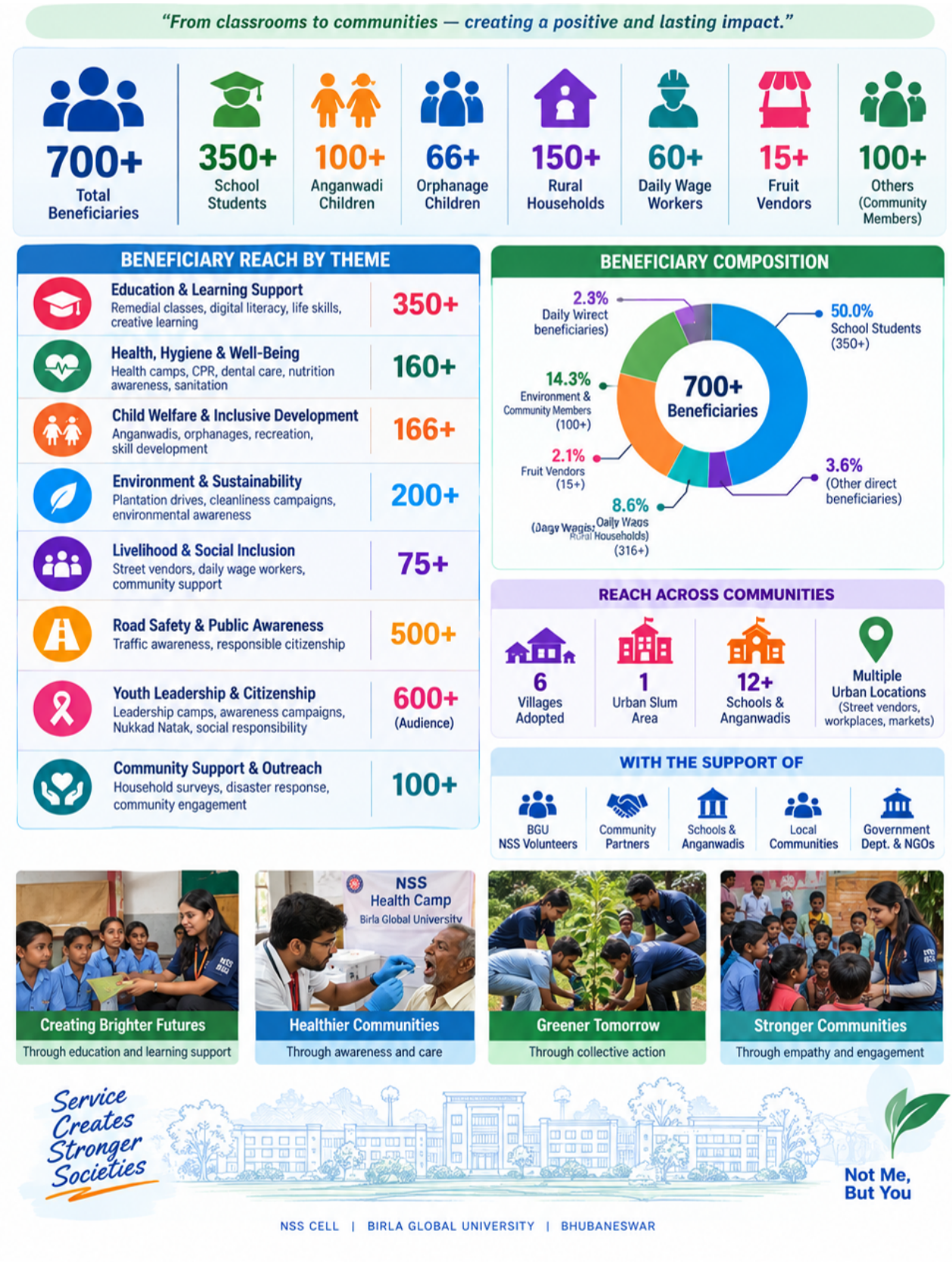




12. Outcomes and Emerging Impact

The strongest evidence from the Annual Report exists at three levels. At the community level, documented outputs include rural children receiving educational, digital and STEM exposure; schoolchildren participating in health and hygiene programmes; blood collection and health screening; legal-literacy outreach; engagement with informal workers and vendors; environmental action; and village-level assessments.

At the student level, the activities repeatedly report development of empathy, leadership, teamwork, communication, civic responsibility, environmental consciousness and understanding of social realities. At the institutional level, NSS provides a structured mechanism through which BGU can connect students, faculty, communities, schools, government bodies, healthcare institutions and civil-society organisations. Importantly, the Annual Report itself recognises that most available evidence relates to programme-level outputs and immediate outcomes and identifies beneficiary follow-up and evidence-based outcome tracking as priorities for strengthening longer-term developmental impact assessment.



SDG Impact Score Card @NSS-BGU





Research Awards

In 2025, Birla Global University was awarded 1 research award for responsibility- and/or sustainability-related research.

Faculty Achievement - Best paper Award

Granter: IIM Ranchi - 10th PAN-IIM World Management Conference (WMC) 2025

Grantee: Dr. Suvendu Kumar Pratihari

Award Description:

Best Paper Award – Research for Social Impact
Dr. Suvendu Kumar Pratihari received the Best Paper Award – First Runner-up in the Interdisciplinary Studies Track at the 10th Pan-IIM World Management Conference (WMC) 2025, held at IIM Ranchi from 27–29 November 2025. The conference itself was themed "Driving Social Impact through Management Research."

The award recognized his paper titled "Evaluating the Role of Local Governance and Civil Society in Strengthening Social Security and Development Outcomes for Vulnerable Communities in India." Pan-IIM WMC 2025 Best Paper Cer… The work closely reflects the philosophy underlying the Responsible Management and Corporate Citizenship (RMCC) course by connecting management research with grassroots institutions, civil society, vulnerable communities, and development outcomes. It also demonstrates the broader commitment to responsible management education by translating community engagement and social immersion into research and knowledge creation for societal impact. In this sense, the recognition provides evidence of the integration of Teaching, Research, Partnership, and Purpose, while contributing particularly to themes associated with SDGs 1, 10, 16, and 17.

Research Barriers

In 2025, Birla Global University identified the following barriers to conducting research related to sustainability and/or responsibility:

- Time constraints
- Retention and engagement
- Research impact and application
- Participant recruitment
- Funding challenges
- Data access and management
- Collaboration challenges



Partner

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

How We Define Partner

At the Birla School of Management, Birla Global University, Partner means building purposeful and mutually beneficial relationships with industry, government, civil society, communities, academic institutions, and other stakeholders to co-create knowledge, enhance experiential learning, address societal challenges, and advance responsible, inclusive, and sustainable development.

Institutional Partnerships

- University Councils
- Local institutions and associations
- Higher Education for Sustainability Initiative (HESI)
- AACSB (Association to Advance Collegiate Schools of Business)

Student Organization Partnerships

- PRME Students

Partnerships

The following provides more details on 1 key partnership at Birla Global University.

AACSB (Association to Advance Collegiate Schools of Business)

To engage with the global business education community, strengthen academic quality and continuous improvement, benchmark management education against international good practices, and enhance teaching, research, innovation, societal impact, and stakeholder engagement. The association supports the institution’s pursuit of responsible, relevant, and globally connected management education.



Practice

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

How We Define Practice

At the Birla School of Management, Birla Global University, Practice means translating our commitment to ethics, responsibility, inclusiveness, and sustainability into institutional actions. We seek to lead by example through responsible governance, stakeholder engagement, sustainable campus practices, community engagement, and continuous improvement in our academic and institutional processes.

Institutional Policies and Practices

- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Environmental stewardship policies
- Ministry of education recommendation documents
- Greenhouse gas emissions
- Zero-waste guides
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Ethical leadership or good governance policies
- NSS Policy

Policy Documents Related to RME and/or Sustainability

Letter of Commitment	View document	Download document



Share

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

How We Define Share

At the Birla School of Management, Birla Global University, Share means fostering open dialogue and knowledge exchange among students, educators, businesses, policymakers, communities, and other stakeholders. We disseminate insights, experiences, research, and good practices to encourage collective learning, collaboration, and wider adoption of responsible and sustainable management practices.

Engagement Opportunities

Birla Global University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- Annual reports
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs

Communication Audiences

Birla Global University communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

Communication Barriers

Birla Global University faces the following barriers in transparent communications:



Feedback loops



Engagement gaps

SIGNATORY

Birla Global University



Address

IDCO Plot No. 2, Institutional Area, Gothapatna, Bhubaneswar, Odisha, 751029

India



Website

https://www.bgu.ac.in