

Sharing Information on  
**Progress Report**  
2020-2022



**GOA INSTITUTE OF MANAGEMENT**

Diversity | Ethics | Innovation | Research

# CONTENTS

<b>Title</b>	<b>Page No.</b>
Message from the Director	3
Message from the Dean (Academics)	4
History of GIM	5
Principle 1 Purpose	9
Principle 2 Values	19
Principle 3 Methods	28
Principle 4 Research	50
Principle 5 Partnerships	66
Principle 6 Dialogue	78
Linking with Past SIP and Future Directions	90
Acknowledgements	92

## MESSAGE FROM THE DIRECTOR

As an institute, we have always perceived learning as a holistic and continuous process, extending beyond the confines of the four walls of the classroom. To become leaders, we need to ensure that the students develop the right mindset and our curriculum nurtures responsible, ethical, and thoughtful future managers.



GIM seeks to nurture leaders with specialized knowledge of Healthcare, Big Data Analytics, Banking, Financial Services and Insurance. We offer a rich bouquet of programs that meet the challenging business needs of India and the state of Goa.

GIM has always ensured social responsibility on the campus and through our experiential community projects and partnerships, we have been able to make changes in the lives of many within and beyond the institute. Our institute became the First Indian Business School to publish its SDG-related best practices on the International SDG Dashboard developed by Erivan K. Haub School of Business at Saint Joseph's University, USA.

Reporting on the SDG dashboard developed by Haub School of Business has given GIM an international platform to share ideas and dialogue with global business schools on Responsive Management Education and SDG Decade of Action.

GIM has two dedicated center's which work on various goals of sustainable development. The Centre for Social Sensitivity and Action (CSSA) - focuses on social and economic sustainability and community engagement to achieve the goals of Agenda 2030. The Centre for Excellence in Sustainable Development focuses on environmental sustainability and has undertaken various action projects in the concerned domain.

GIM is the first Indian educational institute to monitor energy consumption across campus through an energy management system. In 2021 we set up a 675 KW solar generation plant on campus, a significant milestone in the renewable energy scenario of Goa, India. GIM will now help Goa achieve 14 percent solar power generation by the end of 2022.

I am also happy to share that GIM has won the coveted title of Great Place to Work and was rated among the top as Pioneering schools by Positive Impact Rating in 2021.

This report is the sixth report on the progress of our institution-wide activities undertaken in the last two years. The report is by the Centre for Social Sensitivity and Action (CSSA). I hope that report will provide you with information about our continued efforts toward Responsible Management.

A handwritten signature in black ink, appearing to read "Parulekar".

Dr. Ajit Parulekar

## MESSAGE FROM THE DEAN ACADEMICS

Goa Institute of Management has over the past few years been charting a blazing trail of growth in programmes, student enrolment as well as intellectual contributions to the domain of management. We are galvanised by our current mission statement to develop responsible leaders at the forefront of cutting edge business practices, and as is clearly visible from that, our trajectory has been continuously tempered by and enriched through our focus on responsible management practices.



We have consciously and carefully integrated the dimensions of ethics, governance and most importantly, social sensitivity and responsibility into our curricula for all our programmes. One of the most prominent outcomes of this has been the completion of ten years of a course on Social responsibility and action, more popularly named GiveGoa. It is a course designed in the service learning model, where our students spend a day each week associated with an NGO, a government school, or a government organisation/department active in the social sector. We are both proud and fortunate to have touched thousands of lives in the process, both of our students as well as the beneficiaries of the organisations that they work with.

Emboldened by this success and satisfaction, and in order to keep our commitment towards responsible management education, these dimensions of the curriculum, i.e. ethics, governance, social responsibility and sustainability hence have formed the initial components of curricula of all of our recent programmes as well as be it in the domain of healthcare, big data analytics, banking and financial services or doctoral studies. The principles of purpose, values, method, research, partnership and dialogue are core to our discussions on both content and pedagogy.

Some validation of the institute's enthusiastic expansion of its sustainability efforts is it being among the top four B-schools globally in leading pioneering change in the prestigious PIR report 2021. Our sustainability and responsibility strategies are aligned with the United Nations Sustainable Development Goals and we keenly practice it through our innovative community-based actions and programmes, environmental and socially responsible culture and governance and impact-based research.

All of these are thanks to the efforts of all our stakeholders, my faculty colleagues and members of the staff as well as the students of GIM.

Dr. Neeraj Amarnani

## **SHARING INFORMATION ON PROGRESS (SIP) REPORT**

### **History of GIM**

Goa Institute of Management (GIM) is a leading business school focused on transforming and improving management education. GIM is rated among the top 4 Best B-Schools for the world in the Positive Impact Rating 2021. Established in 1993, with Late Fr. Romuald D'Souza as the founding director, the institute currently offers full time and part-time PGDM programs, Healthcare Management (HCM), Big-Data Analytics (BDA), Banking, Insurance and Financial Services (BIFS), and Fellowship Program in Management (FPM).

The institute believes in the holistic development of the students and has been instrumental in shaping future leaders. GIM is a member of the United Nations Global Compact (UNGCG) Network India (GCNI), United Nations Sustainable Development Solutions Network (UNSDSN), Global Business School Network (GBSN), and a signatory of the United Nations Principles for Responsible Management Education (PRME).

The vision of GIM is to be a preeminent business school at the forefront of management education and research and to create transformative leaders focused on responsible, ethical and sustainable business practices. The mission of GIM is to develop responsible and agile leaders at the forefront of cutting-edge business practices. The institute is taking several steps through its teaching, research, and outreach activities to contribute towards creating an impact and translating the vision into reality.

To know more about GIM visit: <https://gim.ac.in/institute/about-us>

### **Commitment to PRME**

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following Principles<sup>1</sup>, starting with those that are more relevant to our capacities and mission.

---

<sup>1</sup> Source: <http://www.unprme.org/the-6-principles/index.php>

## GIM became Advanced PRME signatory in 2019.

The current SIP report details the activities with regard to PRME principles:

### Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

### Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

### Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

### Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

### Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

### Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## **About Centre for Social Sensitivity and Action (CSSA):**

The Centre for Social Sensitivity and Action (CSSA) was established in 2013 and acts as a bridge between Goa Institute of Management (GIM) and the society. GIM is a member of the United Nations Global Compact (UNGC) Network India (GCNI) and a signatory of the United Nations Principles for Responsible Management Education (PRME). Following the ethos of UNGC and PRME, GIM seeks to create knowledge and leaders, for sustainable business and an inclusive society.

CSSA plays a key role in translating this mission of GIM into reality. The Centre incorporates the values of equity, inclusivity, and sustainability in all its activities. CSSA promotes and prioritizes responsible management education and prepares future leaders to respond to the complex sustainability challenges faced by business and society.

Since 2015, CSSA has been addressing social and economic goals of sustainable development and facilitating GIM to successfully respond to the goals of Agenda 2030.

## **Our Approach**

CSSA adopts an interdisciplinary and collaborative approach to integrating SDGs in curriculum, research, training and partnerships. The logo of CSSA depicts the primary approach of collaboration and inclusivity to promote social responsibility.

The Centre collaborates with multiple stakeholders – academia, NGOs, government, public and private organizations- at the regional, national, and international levels. The endeavor of CSSA is to change the conversation around business. CSSA infuses sensitivity, responsibility, and empathy among future leaders for building a better tomorrow. The Centre sensitizes and facilitates professionals towards mainstreaming SDGs in business and other enterprises.

## **Our Building Blocks**



## Our Priority SDGs



## Principle 1: PURPOSE

### Principle 1 | Purpose

"We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy."

GIM is committed to developing the capabilities of its students to be responsible and agile leaders at the forefront of cutting-edge business practices. At GIM, we are driven by Principles for Responsible Management Education (UNPRME). We strongly believe in the importance of Sustainable Development Goals (SDGs) for nurturing future leaders and creating an inclusive society. As part of our continued efforts and commitments to nurturing the students, we ensure that our students are aware of the existing economic, social, environmental, and sustainability issues, both nationally and internationally. We integrate SDGs and social responsibility in all our activities, from raising awareness to capacity building of our faculties and staff members. It also plays a vital role in encouraging our students to practice sustainability and ethics in their daily lives, at the same time equipping them to become managers who run businesses and organizations sustainably, ethically, and efficiently. Rated among the top 4 Best B-Schools for the world in the Positive Impact Rating 2021, GIM endeavors to positively impact society through its six programs, getting agile leaders ready for the world.

### Our Mission

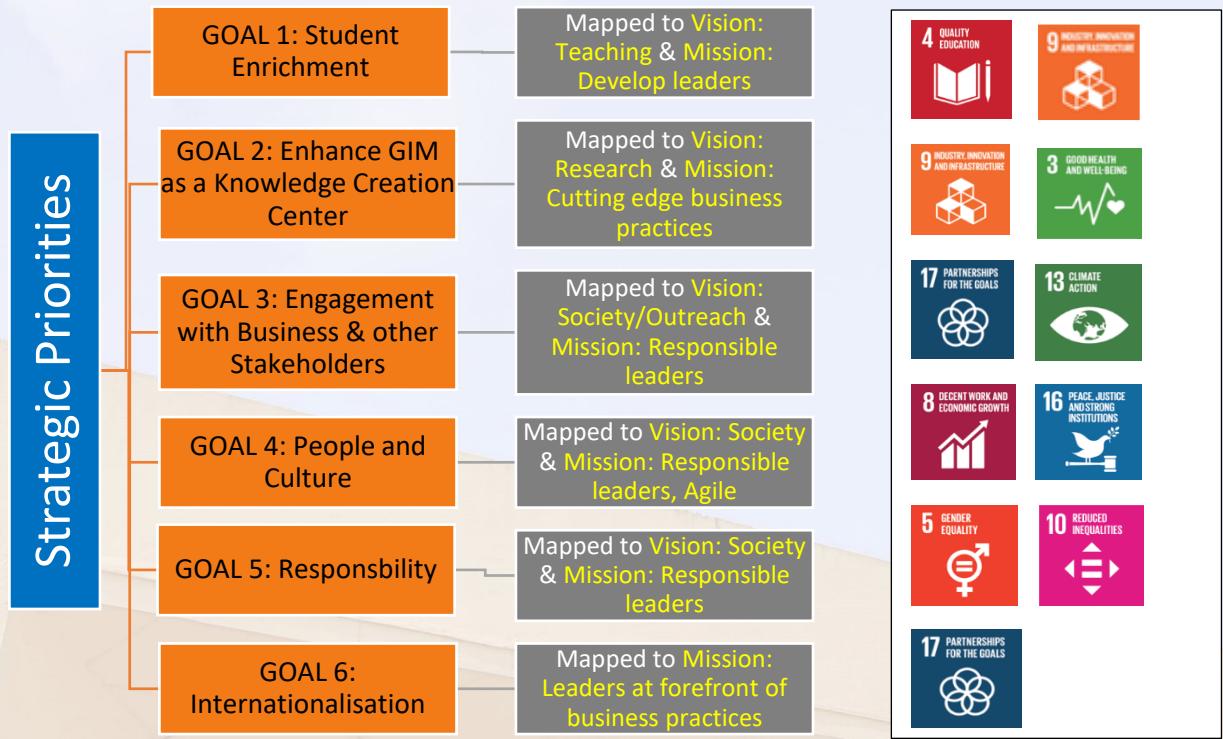
Our mission is to develop responsible and agile leaders at the forefront of cutting-edge business practices.

### Our Vision

- To be a preeminent business school at the forefront of management education and research.
- Our graduates should be acknowledged as transformative leaders focused on responsible, ethical, and sustainable business practices.

### Strategic goals & objectives

GIM has six goals as mentioned below:



These six goals will be achieved by realizing of several objectives that are aligned to each of these six goals and it includes Key Performance Indicators (KPIs).

### Fundamental Values driving GIM's action towards sustainability



GIM is committed to various sustainability-related networks such as UN-PRME, UN SDSN, GBSN, etc.

Since its inception, GIM has made a massive leap in terms of the number of courses offered, students, faculty members, staff, research publications, and most notably, the green campus initiatives introduced. In the last three years, we have seen an increase in the number of students in many of the programs. GIM believes in continuous learning, and our teaching focuses on experiential learning, which facilitates the students to become empathetic future managers who value and promote sustainability and social responsibility across businesses and societies.



At GIM, we promote sustainability and social responsibility through the following strategies:

**a. Community Engagement**

To provide students with experiential and active learning experiences to foster student growth and active involvement with the community in which they live.

The community engagement programs are integrated with the curriculum at the institute. We ensure that the students and the staff are engaged and aware of the Sustainable Development Goals and their importance in daily life. The students are provided an opportunity to serve the community through two programs – GiveGoa and Know Your Healthcare Providers (KYHP). Both GiveGoa and KYHP are specifically designed to create awareness and develop the students into better human beings. This year we celebrated the 10<sup>th</sup> anniversary of GiveGoa, and as part of the celebrations, we published a compendium on the ten impactful years of GiveGoa (Details provided in the Research section). Through GiveGoa and KYHP, the students are taught to give back and contribute to the society.

When students are part of an institute, they use the resources, including labor and natural resources in that area. To instill a sense of responsibility in the students, we believe that community engagement-based projects are essential for them to be sensitized towards the well-being of the planet and the community. To ensure that the future generation of managers are sensitive to social issues, the first step is to begin at a minimal level during their campus lives. No managers would be able to run a successful business/organization if they were ignorant about the existing issues at the grassroots level. At GIM, we strongly encourage community-based learning experiences to contribute to a better and more inclusive world.

**b. Sustainability**

Encourage collaborative efforts of safeguarding the environment, including the flora, fauna, and natural resources like air, water, sunlight, etc.

Goa Institute of Management has become the First Indian Business School to publish their SDG-related best practices on the International SDG Dashboard developed by Erivan K. Haub School of Business at Saint Joseph's University, USA.

SDG dashboard is a new reporting and data analytics tool which allows Business Schools to showcase their SDG-related best practices and mainstreaming of SDG in all their activities.



*"The interactive and intuitive visualization platform of the SDG Dashboard is a great initiative, and a very effective means of succinctly communicating institutional activities in this area. Given GIM's thrust and significant activities in the area of sustainability, we would be well placed to showcase our academic and institutional efforts in the domain on this global platform"*

-Prof. Neerai Amarnani, Dean (Academics), GIM

GIM has always been conscious about the impact of its decisions on the ecosystem around it and has continuously strived to reduce its carbon footprints. We have ensured to walk the talk by setting up green initiatives and practices.

The GIM campus is a living sustainability laboratory, and we collectively work towards the incremental improvement of the sustainability initiatives of GIM.

## Environmental Sustainability

Goa Institute of Management has always been committed to sustainability and has taken several steps toward a green campus.

The institute outsourced a third party to do a Green Campus Audit. The audit was an in-depth study of the current operational practices and ongoing improvements to provide detailed guidance on further action to achieve water savings, energy savings, indoor quality, etc.

## **Water Management strategies**

- GIM has saved over 5,000 litres of water per day by plugging leakages and introducing new water management technologies such as using aerators in water faucets, changing the flushing system and using water-less urinals. The institute practices rain harvesting and has created a pond that stores 800 cubic meters of water. This water is being used for the maintenance of the garden on campus.
- Installation of “Vayujal”: An atmospheric water generator “Vayujal” installed on a trial basis at the Institution has been operational since May 2021, generating around 100 LPD of drinking water, which has been tested for quality and is being used for drinking in the office.
- Wastewater management: Wastewater on the campus is treated by the two sewage treatment plants (150 cum/day each) on the campus that deploy the submerged aerobic fixed film reactor technology. The total capacity of 300 cum/day is being fully utilized at present. Treated water from the STP is used for watering the garden and can also be used for flushing.
- Water sub-metering: Keeping in tune with the principle of “what is not measured cannot be controlled”, the institute has taken proactive steps in monitoring the water consumption on the campus. Water meters have been installed in 9 hostels, 4 faculty housing blocks as well as the 2 cafeterias. The flushing and domestic water usage is separately measured via the 30 meters, giving a lot of insights about the water consumption patterns.
- Flow restrictors/ aerators: Aerators have been installed for all the taps in order to save water, reducing the flow rate to 3.8 litres/minute.
- Waterless urinals: Waterless urinals have been installed since the past two years in selected locations on the campus, for saving water.



## **Energy Management Strategies**

- GIM set up a 675 KW solar generation plant on campus in April 2021. This is a major milestone in the renewable energy scenario of the state of Goa, India. GIM will now help the state of Goa to achieve 14 per cent solar power generation by end of 2022. With an energy management system (EMS), GIM is the first educational institute in India that tracks live power per capita consumption across campus. The real-time collection of data helps GIM to track abnormal consumption and take corrective action in advance.
- Use of LED lighting: The entire lighting load in the Institute campus has been converted into energy efficient LED lighting and this change from the original fluorescent and metal halide lighting has resulted in saving of around 14580 kWh/month.
- Installation of occupancy sensors: Occupancy sensors have been installed in washrooms and corridors which have helped save energy.
- Solar Streetlights: The Institute hosts 22 solar streetlights, which contributes to around 634 kWh/year from renewable sources.

## **Waste Management**

GIM has been conscious of its waste generation and has been taking several measures to put the 3R-principle of Reduce- Reuse- Recycle into practice. The usage of plastic water bottles on the campus is reduced by switching to reusable glass water bottles

The "No more use-and-throw" campaign was conceptualized and launched by Centre for Excellence in Sustainable Development (CESD) to reduce the use of disposable use-and-throw items on the Campus. The first step in this campaign was to reduce the use of paper cups at various points of consumption, by switching to more sustainable, reusable alternatives. Performance review of the campaign in February 2022 (after its launch in December 2021) showed an estimate of saving close to 14000 paper cups from going to the landfill. This would result in approximately 96000 cups in a year being saved.

We walk the talk by introducing Green campus initiatives and encouraging sustainability practices in their lives. Spread across 50 acres amid the Sahayadri Hills, GIM has a lush green campus with rich and diverse species of flora and fauna. We maintain and responsibly take care of them to ensure that they are well preserved and protected

## **Social Sustainability**

GIM has undertaken several positive measures to respond to the goal of decent work and economic growth (SDG 8). GIM has created new job opportunities in the local neighbourhood. All the cleaning staff, cafeteria staff and security personnel of GIM have been employed from the neighbouring village. GIM employs domestic workers, gardeners, security guard from the nearby villages. GIM partners with a local agency – Ecoclean who provides support staff to the GIM community. By partnering with Ecoclean, GIM has created employment opportunities for both men and women living in the neighbouring villages. The employment of the villagers have improved their standard of

living which have had a multiplier effect on the villages – improving the business and creating opportunities for entrepreneurial ventures among the youth of the villages.

A large proportion of the support staff employed by GIM are women. By providing employment to women – GIM has helped in the mobility of women. Employment at GIM has given a new identity to the local village women and has helped women to collectivise too.

GIM is a self-reliant institute of higher learning. Due to this financial stability, GIM was one among the few institutes in the country, which was able to enhance the social protection benefits to its faculty (increased the dearness allowance of the faculty) during the pandemic.

Number of students of the Institution: GIM offers 6 programs.

PGDM- Full Time	489
PGDM – Part Time	36
PGDM – Healthcare management	117
PGDM – Big Data Analytics	224
PGDM – Banking, Insurance and Financial Services	70
Fellow Program in Management	10

- Number of staff of the Institution: 77 faculty and 74 non-teaching staff
- Total = **151 staff**

Employment of the support staff at GIM are from the local communities. This includes the staffs involved in the gardening, housekeeping and security

	Team Size	% from local community	% of female employees
Gardening Team	23	100	39
Housekeeping Team (Outsourced)	70	100	77
Security Team (Outsourced)	61	100	33
<b>Total</b>	<b>154</b>		

### **c. Education and Development**

To nurture holistic development of students through curriculum and to disseminate impactful research and publications to address relevant social and business challenges of national and international importance.



We ensure that the students are given exposure to real-life societal and business challenges of the classroom and the research projects. Our curriculum is formulated so that they are in alignment with the current Sustainability goals and action plans. GIM also thrives on creating impactful research on relevant themes. In this way, the learning can be taken from classrooms to boardrooms of organizations that the students would work in, in the future.

### **d. Global Linkages**

To encourage collaborations and engagement with international entities, external stakeholders, other non-profit and government organizations.

GIM offers its students opportunities to participate in internships and other academic activities with international organizations. This provides the students with unique opportunities to interact, learn, experience, and grow through these internships. The Indian Youth is at the center of all our growth and growth initiatives. Our youth should be both employable as well as employment creators. GIM wants its young adults to be leaders of tomorrow. These international internships enable the students to have practical learning and networking opportunities, thereby helping them to become future change-makers who can responsibly manage the various enterprises.

The following are the details of the international programs that GIM facilitates.

#### **International consulting Bootcamps**

International consulting Bootcamp is held every year in September, collaborating with the University of Antwerp, Belgium, and GIM. These are two-week intensive programs providing unique, blended, and collaborative learning experiences to the students of both universities. Students from the University of Antwerp and GIM work together on live projects that are spread across various industries and challenge students to work together in cross-cultural groups to solve real management problems faced by the organizations in Goa.

#### **Country Immersion Program**

During the country immersion program, the participants are taken to industrial visits to various business establishments in the host institution's country. Students/Participants get to interact with business leaders and organizations in the host country and get to experience the cultural heritage of the host country. This program is driven through classroom lectures and cultural visits helping the students to develop the students' understanding of the importance of cultural and business ethos.

Some of our partner universities include Kansas University (USA), Warsaw University of Technology Business School (Poland).

## **International Student Exchange Program**

The International Student Exchange Program help the students to experience a new culture and learning environment. It provides students to have a global positive outlook and a better understanding of business organizations in other countries. This helps in creating sensitive and responsible managers with a Global outlook. Our partners include the University of Cattolica & ISCTE Business School, Lisbon (Portugal), University of Antwerp (Belgium), Lappeenranta University of Technology (Finland), and CUNEF Spain.

### **e. Startup Incubations**

Atal Incubation Center (AIC-GIM) is a sector and stage agnostic startup incubation center and is open for startups across the country. Our Vision is to develop a holistic support system for entrepreneurs either looking to expand or set up their venture in the state of Goa. AICGIM Foundation has been set up in accordance with NITI Aayog and Atal Innovation Mission to aid entrepreneurs and startups to reach the next orbit of success.

Below provided table shows the impact GIM has made through the initiatives/activities

Initiative	Impact	SDG Targetted	Impact Indicator
Community Engagement	Through community engagement we have been able to foster experiential learning in students	All the SDGs based on the individual activities 	
Environment Sustainability	Activities undertaken in GIM ensures environmental well being and prosperity		
Social Sustainability	All the activities at GIM ensures that the community around it is taken care of. Through this we nurture the growth of managers empathetical to their society.		
Education and Development	Through our curriculum, we make sure the students are able to experience and develop the necessary skills and competency.		
Global Linkages	We provide platforms for the students to excel and showcase their business acumen.		
Startup Incubation	This helps students in fostering their entrepreneurship skills and aid in their startup ideas		

## About the Impact Indicator

The impact indicator is a metric that has been introduced by the Centre of Social Sensitivity and Action (CSSA) to measure the impact we have been able to make in sustainability and socially responsible activities.

We have devised three color indicators which are as explained below:



The Darkest color indicates Long term impacts or outcomes. It would include changes or positive results that would be made in a more extended period of time or along the process or situation.



The second darkest shade indicates short-term impact. These are activities that bring changes in a very short period. The effect on the stakeholders would be immediate, and changes would be visible in a shorter period.



The lightest shade of the impact indicator demonstrates tangible impact. Tangible outcomes are the ones that can be measured and can be touched or felt by the stakeholders. It can be the impact made in numbers or any assets built.

## **Principle 2: VALUES**

### **Principle 3 | Values**

"We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact."

GIM is committed to ensure larger diversity of students admitted to GIM ; We encourage students from different geographic regions, academic backgrounds, diversity of work experience, sexual orientation and gender. We also promote and strengthen diversity among faculty and staff and strive towards building a culture of inclusion in the campus culture.

GIM is committed to the wellness and holistic improvement of the students, the faculty, and its staff members. Together, we ensure that GIM is able to make a positive impact on different aspects of its employees and students through social responsibility which includes the institute's policies, and ethical guidelines.

### **Integration of sustainability and alignment of SDGs in its different courses and operational activities**

We have made our students, staff, and faculty members aware of sustainability and SDGs. Our academic block has a SDG poster kept so as to create awareness related to SDGs and Agenda 2030. There is a significant focus throughout the campus community on developing and implementing strategies that improve the University's overall social and environmental footprint and raise greater awareness on SDGs.

For the students, the Program Learning Goals and Objectives are such that, it ensures a thorough understanding of SDGs and sustainability-related areas. As for the faculties and staff members, GIM discusses the importance of these through awareness sessions and through initiatives undertaken by the Centres' of Excellence, where all of them are encouraged to participate in them. Research undertaken by the faculty members is mapped to the different SDGs. The Centre for Excellence in Sustainable Development (CESD) is currently preparing the Sustainability Report of the campus; This would ensure that we are aware of the impact that we make on sustainability issues and improve transparency.

## **Positive Impact Rating 2021 of GIM**

Positive Impact Rating was launched in 2020. Goa Institute of Management participated in the 2021 rating.

Goa Institute of Management was rated to be “PIONEERING” and achieved the highest level 5. Only 4 B-schools globally made it to the top-ranked ‘Pioneering’ list of which 3 are from India. The rating was awarded for GIM’s positive impact on society, based on the perception of 151 GIM students. These results indicate that our main stakeholders – our students have acknowledged institute commitment towards sustainability, responsibility and impact and encouraged us to design and execute more such initiatives for positive long-term impact in future.



### **How did GIM perform on these dimensions?**

In the overall rating, GIM scored 9 out of 10 points and falls into the “PIONEERING” level of development. The average achieved by all 46 participating schools was 7.3.

The overall score can be broken down into the categories of Energizing, Educating and Engaging. The Energizing quality enables and energizes business schools to effectively foster positive impact, and includes the dimensions of Governance and Culture. Here, GIM achieved a score of 9 out of 10. The Educating dimension refers to a core function of business school impact: preparing students to become responsible future leaders in business and society, and comprises the dimensions Programs, Learning Methods, and Student Support; GIM scored 8.9 out of 10. And, the last Engaging dimension refers to the need for business schools to earn the trust of students and society but also to engage as respected public citizens and comprises the dimensions of the GIM as a Role Model and Public Engagement. GIM achieved 8.9 out of 10 in this dimension.



*“Goa Institute of Management(GIM), Goa, India rated on top level as ‘Pioneering School’ in the Positive Impact Rating 2021”*

Across 4 continents,  
21 countries,  
47 schools

**GOA INSTITUTE  
OF MANAGEMENT**

Rated amongst

**TOP 4  
PIONEERING  
B-SCHOOLS:  
BEST FOR THE  
WORLD**

**POSITIVE IMPACT  
RATING** BUSINESS SCHOOLS 2021

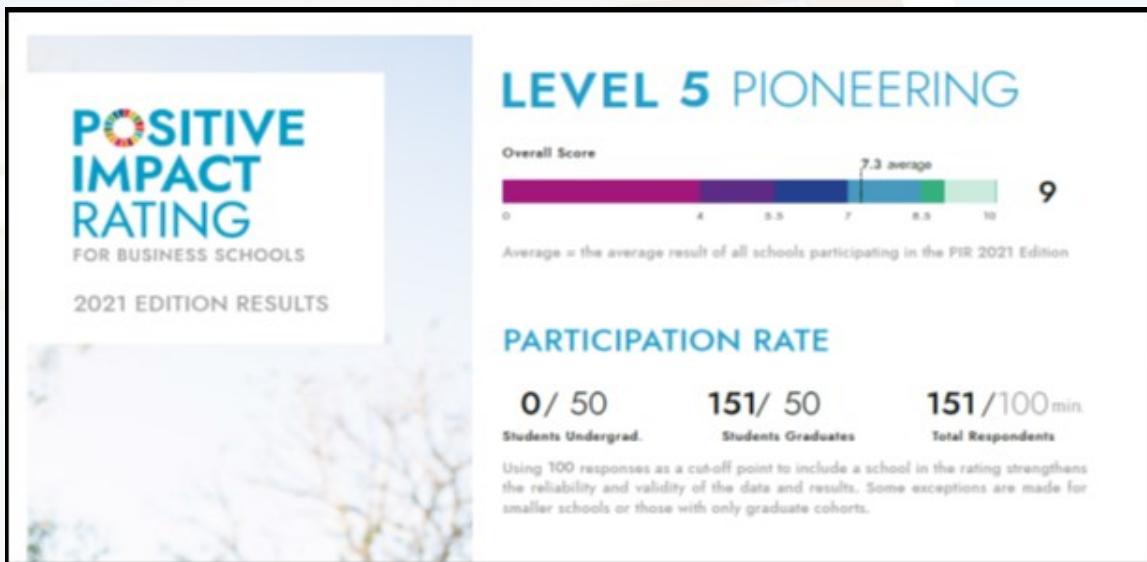
PIR rates B-schools based on 'Best for the World' rather than on Best in the World  
Nominated and rated by students for students

*“I am thrilled to see GIM rated on top level as ‘Pioneering School’ by Positive Impact Rating in their 2021 report that features 47 schools located in four continents and 21 countries. PIR is the voice of students around the globe and what is most satisfying for us is that our main stakeholders – our students have acknowledged institute commitment towards sustainability, responsibility and impact and encouraged us to design and execute more such initiatives for positive long-term impact in future”.*



-Prof. Ajit Parulekar,  
Director, GIM

Pioneering School means we have unique, sustaining global leadership progress in all impact dimensions



### GIM should stop doing:

Most of the respondents did not provide any suggestion with regard to what GIM should stop doing. However, a few of them expressed concerns regarding food wastage and use of plastic. Many of them expressed that GIM should stop the single use plastic.

### GIM should start doing:

Respondents shared that GIM should start taking creative and innovative steps in order to increase the intensity of the impact by integrating sustainability in other areas as well. Switch GIM to a campus which runs completely on renewable energy, increased plantation drives.

## **What the institute should continue doing:**

Community connect initiatives such as Give Goa and KYHP; teaching importance of sustainability and inculcating knowledge about the same; support sustainability in business culture, institute efforts towards clean energy, and alignment with SDGs.

This qualitative feedback has given us an opportunity to launch student-led campaign related to responsible consumption and behaviour both within and beyond campus and strengthen our focus on fostering a “responsible management mindset” through our teaching, research, practice and outreach activities in future. PIR invited a case study on GIM’s sustainability effort that can be accessed here <https://bit.ly/2UxoXZL>

GIM is all about education through collective sustainable growth for society and ensures experiential learning pedagogy for its students. GIM is agile and ever-evolving despite any challenges it faces. Indeed, "Learning Never Stops at GIM!"



## **Great Place to Work survey**

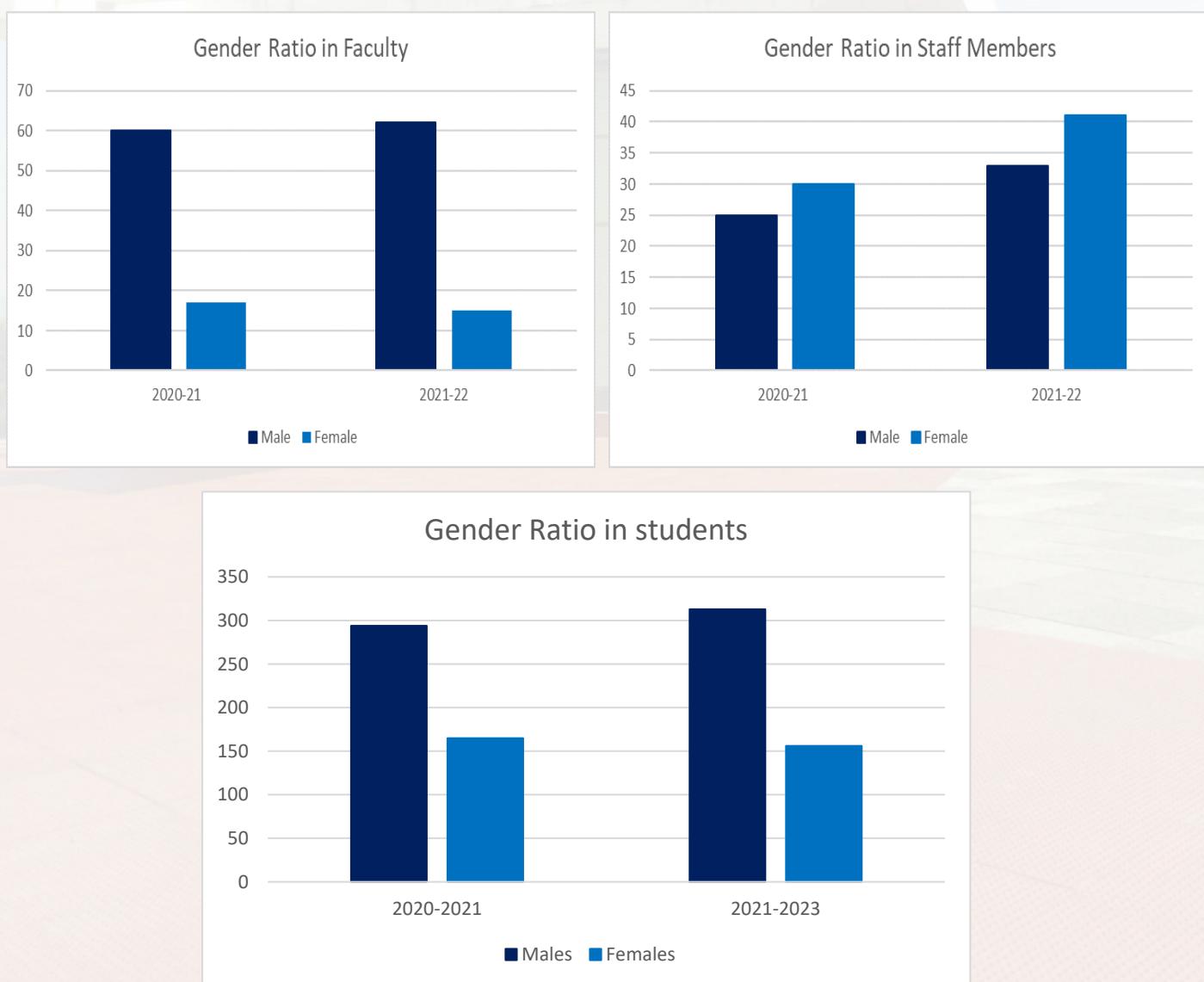
In 2021, GIM participated in the Great Place to Work (GPTW)– Trust Index Survey. The purpose of participating in the GPTW process was to conduct a culture/ trust survey which will serve as a baseline. In addition, individual & combined items on the Trust Index will also provide several pointers on what we can do to make GIM an even better place to work and eventually help in institute to become among the Best Places to Work.

Over 85% of GIM employees completed the survey and the overall trust index score was 92. Based on which GIM was certified as a Great Place To Work in 2021.

## **Gender Equity**

GIM supports both Gender equity as well as Equality. The institute doesn't discriminate on the basis of any sex. We believe that it is only by supporting this, that the institute will be able to improve individual performances and thereby optimize organizational performance.

Below given are the details of the gender ratio details among the students, staff, and faculty members at GIM.



## Diversity and Inclusion initiatives

GIM has an SC, ST, Diversity and Inclusion Committee and the purpose of the committee is to support, coordinate, guide, and strengthen GIM's mission and vision toward diversity and inclusion. The underlying philosophy of the committee is 'leave no one behind, which forms the core of Sustainable Development Goals (SDGs).

The scope of the committee is to encourage diversity and ensure respect and dignity of all individuals, irrespective of their gender, marital status, family background, caste, religion, ethnicity, sexual orientation, age, language differences, ability, or any other differences.

The committee advocates for better representation and inclusion of diverse perspectives, cultures, and backgrounds among the faculty, staff, and students at GIM.

The committee's work advances the goals of SDG 10, SDG 11, and SDG 16.

### Targets Mapped



SDG 10.2 By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or status

SDG 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, and practices and promoting appropriate legislation, policies, and action in this regard

SDG 10.4 Adopt policies, especially fiscal, wage, and social protection policies, and progressively achieve greater equality



SDG 11.7 By 2030, provide universal access to safe, inclusive, and accessible, green and public spaces, in particular for women and children, older persons, and persons with disabilities



16.7 Ensure responsive, inclusive, participatory, and representative decision-making at all levels.



*"In our endeavour toward respecting and valuing all, GIM strives to obliterate markers of bias and stigma by raising awareness and solidarity among Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA) people and allies within the campus. The GIM Queer Alliance is a student initiative voicing LGBTQIA concerns on campus. GIMQA strives towards three goals. First, reveal empathy through conversations*

*that make others walk in the shoes of people who are different from themselves. Second, demonstrate conviction by bringing a point of view that is singular and unvoiced. And third, create candour by voicing out what no one else will. As a newly formed group, it has sent awareness emailers, organized the campus pride walk, led student bonding initiatives for pride activities and intervened in moments when required. As more corporate firms embrace conversations on diversity, equity and inclusion, it is invigorating that GIM nurtures leaders who will hopefully be*

*mindful of nuances around caste, gender, sexuality, class, ability and privilege."*

- Dr. Andy Stephen Silveira , Faculty and member, SC, ST, Diversity and Inclusion Committee, GIM



**GIM professor Divya Singhal who has been featured on #ThinklistImpact curated by University of Bath, UK, speaks to NT KURIOCITY**

NT KURIOCITY

Professor of General Management and Chairperson of the Centre for Social Sensitivity and Action (CSSA) at the Goa Institute of Management (GIM), Divya Singhal has been listed in the #ThinklistImpact which features 20 academics and scholars globally who have made a positive social impact and 'influence' practice. The list has been curated by the University of Bath, UK and celebrates scholars who talk about responsible business online. A competent criteria was observed in the process of curating the final list based on public nominations, with the use of social media to discuss, amplify, disseminate or create impact reigning in its primacy. A major prerequisite- having impact in the field of responsible and sustainable business, is projected by Singhal's Twitter profile.

"Frankly speaking, I am surprised and thrilled too, when I got to know that The Centre for Business, Organisations, and Society (CBOSS) at the University of Bath, UK, has included me in their #ThinklistImpact. There are people on the list whom I admire and draw inspiration from the kind of work they are doing. I am humbled to be part of that list," says Singhal. She adds that traditionally, scholarly advancement is believed to be determined by one's publication record, institutional

pedigree, and professional reputation. "The curators of #Thinklist challenge that very ideology whilst adopting an avant-garde approach that appreciates empowering scholars to make change and wield influence earlier in their careers, rather than after getting tenure or permanence through seniority. Such action comes from academic freedom." And attributing this milestone to the "We're extremely proud of Divya Singhal for taking that leap. Having the audacious nerve to discuss uncomfortable and contested issues decidedly appears to be a dominant theme in the think list. Addressing the significant yet suppressed issues should not only be a matter of scholarly interest, but also be made a social concern."

Ajit Parulekar, director, GIM

ideals of GIM and the principles for Responsible Management Education (PRME), an initiative supported by the United Nations, Singhal adds: "The emphasis on developing one's individuality through adequate academic autonomy and opportunities for personal growth played a major role in this drive for impact."

Singhal has been in the teaching profession for the last 20 plus years but her journey with impact work started much before that when she was still studying. "My school and college philosophy has always encouraged us to be more compassionate and take initiatives towards inclusion," she says.

Later, her association with organisations like People's Union For Civil Liberties (PUCL), Inter Faith Groups, and her stint as a journalist with a Hindi lan-

guage daily Dainik Navajyo provided her with a deeper understanding of a variety of issues. "My PhD was also around issues of education and human development and I was a doctoral fellow of ICSSR (Indian Council of Social Science Research), New Delhi," she says. She adds that when she joined, GIM in January 2006, she felt that she was given wings and was encouraged by the director to pursue topics which she was passionate about and was not boxed. The B-school she says has always encouraged ideas of integration, promoted the initiatives taken towards responsibility, etc. Working on GIM's GiveGoa projects and being part of the Centre For Social Sensitivity and Action (CSSA), she says, gave her access to various international forums like Principles For Responsible Management Education (PRME) and helped her to understand social issues more closely and meet passionate people.

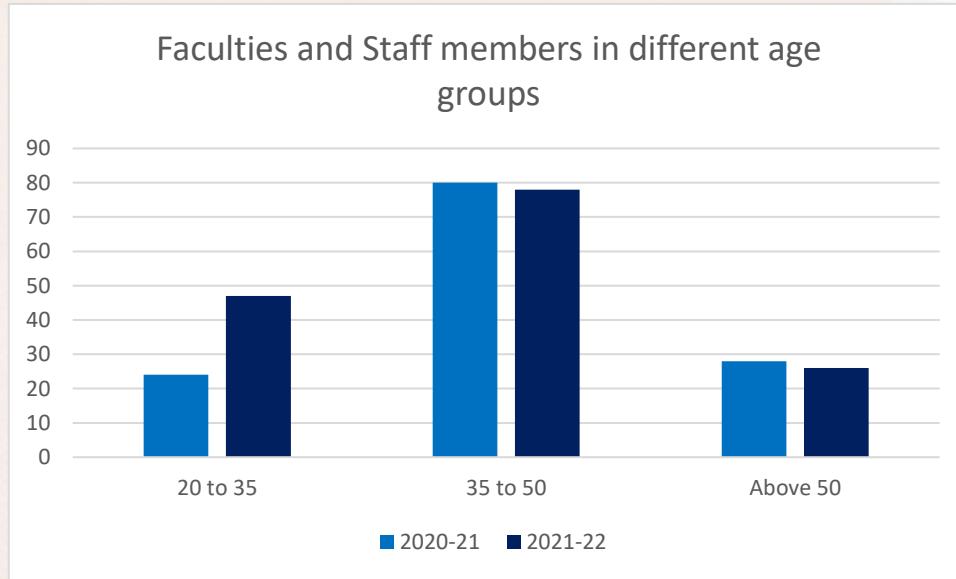
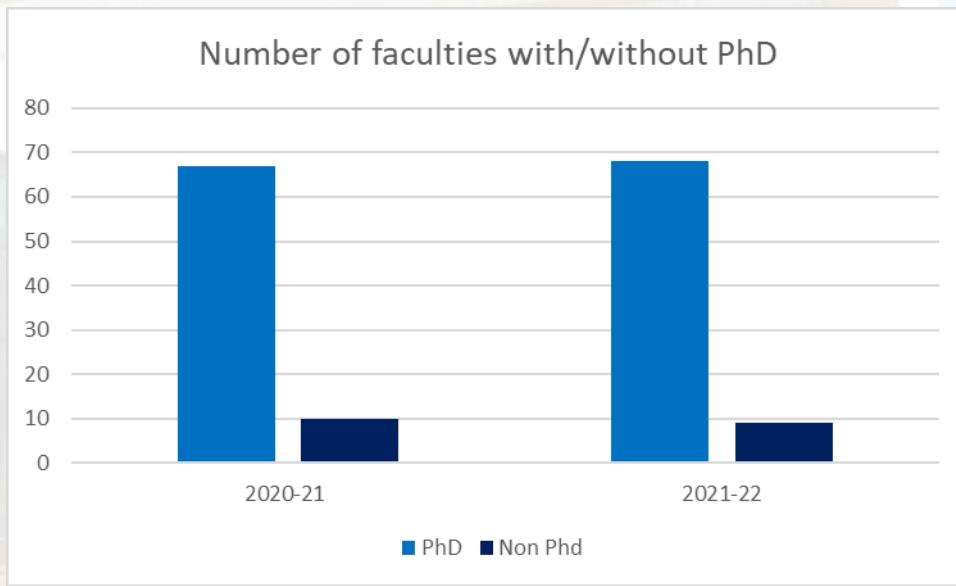
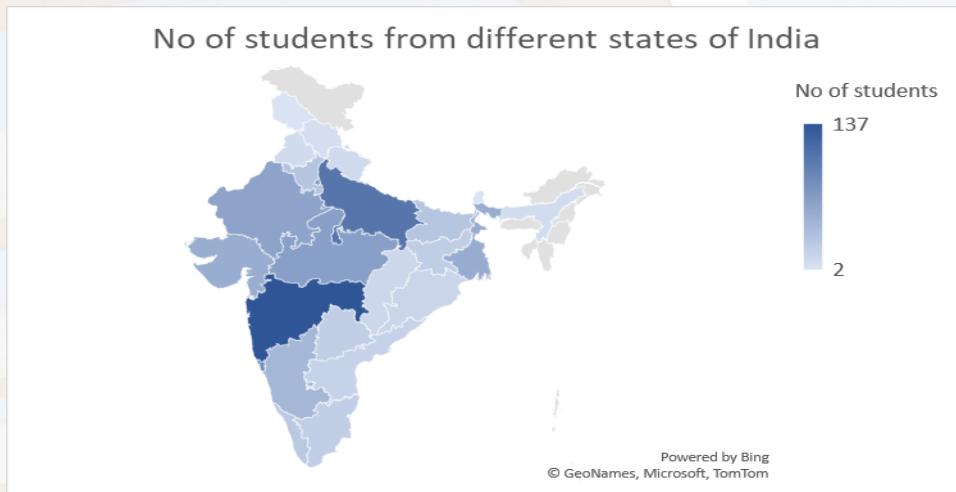


"People generally think that impact is all about citations and H-index which is an author-level metric that measures both the productivity and citation impact of the publications, when it comes to research. Of course, journal ranking and rating is important, but it is also important to understand if our work is making any change or difference to society. It is about what kind of issues we are concerned about? Do we talk about our work beyond academia? I find social media is a great place to learn and share ideas," says Singhal.

Her learning journey she says has always been enriching. "There is a lot to learn; each day is a new learning and every individual that I meet teaches me something."

For the future as well, she plans to continue doing what she is doing and is looking to advance discussions around the role of arts in management education.

The below-given figures show the details of the diversity in the students, faculty, and staff members.



Below provided table shows the impact GIM has made through the initiatives/activities

Initiative	Impact	SDG Targetted	Impact Indicator
Integration of sustainability and alignment of SDGs in its different courses and operational activities	Creating awareness on SDGs and collaborating in achieving the Agenda 2030.	17 SDGs 	● ● ●
Positive Impact Rating 2021 of GIM	Nurturing the growth of responsible managers	4 SDGs  8 SDGs  17 SDGs 	● ●
Great Place to Work survey	Creating a workplace where employees are valued, taken care of and taken into consideration. By being a Great Place to Work, we have been able to improve the work culture and employee productivity.	8 SDGs  9 SDGs  17 SDGs 	● ●
Gender Equity	Practicing Gender Equity, helps GIM in boosting the values and bottom line of the institute. This also ensures the well being of all our employees.	5 SDGs  8 SDGs  10 SDGs  17 SDGs 	● ●
Diversity and Inclusion initiatives	By becoming a diverse and inclusive institute, we are able to retain the trust and commitment of the students and employees. They feel more connected with the employer and thereby becomes productive	5 SDGs  8 SDGs  10 SDGs  17 SDGs 	● ●

#### Impact indicator details

- Long-term impact/outcomes
- Short term impacts/outcomes
- Tangible impacts/outcomes

## **Principle 3: METHODS**

### **Principle 3 | Methods**

"We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership."

Being one of the top management institutes in the country, we are committed to the holistic development of the students; and aim to mould them, students, into responsible future leaders. At GIM, we incorporate sustainability and social responsibility in our curriculum throughout the courses. We practice this by engaging the students in various course activities, assessments, projects, research assignments, hands-on workshops, lab activities, research centres on the campus, and different student clubs. These opportunities facilitate the students in brainstorming, critically analyzing, and thinking multi-dimensionally.

### **Curriculum framework at GIM**

Goa Institute of Management in its Educational Philosophy has suggested adopting appropriate andragogy model(s) to make GIM a flexible learning-centric institute. Learning-centric pedagogy includes practices of teaching and learning that are project-based, collaborative, foster knowledge building and requires self-regulation and assessment.

This pedagogical approach goes beyond the learning of content to include the teaching of process—i.e., educating students in learning how to learn and developing lifelong learning skills (e.g., critical thinking, problem solving skills). The core courses, as well as the electives, are formulated in such a way that we provide them with sustainability or PRME related courses across the programs we offer. We have always focused on diversity in the curriculum and experiential learning courses like GiveGoa, KYHP, etc.

GIM currently offers a full-time MBA (PGDM) program (2 years), PGDM -Healthcare Management Programme (HCM-2 years), PGDM in Big Data Analytics (BDA - 2 years ), PGDM in Banking, Insurance & Financial Services (BFIS - 2-year ) and Part-Time Executive MBA (3 years). It has a full-time "Fellow Programme in Management" (FPM), a doctoral programme ideal for individuals seeking academic research and teaching careers as faculty or professors.

We introduced Banking, Insurance, and Financial Services (BIFS) program and the "Fellow Programme in Management" (FPM) in 2020, respectively.

The figure below demonstrates the learning goals across PGDM programmes.

## **Programme Learning Goals and Objectives for sustainability in different programmes at GIM**



Figure- Learning Goals as part of GIM's Assurance of Learning Policy

### **PGDM**

Graduating students to be sensitive to stakeholder needs while making business decisions.

1. Graduating students will be able to appraise multiple stakeholder needs.
2. Graduating students will be able to identify the issues of sustainability in business decision contexts
3. Graduating students will be able to evaluate ethical issues in business decision contexts

### **PGDM- PT**

Graduating students to be sensitive to stakeholder needs while making business decisions.

1. graduating students will be able to appraise multiple stakeholders needs.
2. Graduating students shall be able to evaluate the impact of a business decision on key stakeholders.
3. Graduating students will be able to identify the issues of sustainability in business decision contexts
4. Graduating students will be able to evaluate ethical issues in business decision contexts

## **BDA**

Graduating students to be sensitive to stakeholder needs while making business decisions.

1. Graduating students will be able to appraise multiple stakeholders needs.
2. Graduating students will be able to identify the issues of sustainability in business decision contexts
3. Graduating students will be able to evaluate ethical issues in business decision contexts

## **HCM**

1. Graduating students should be able to respond to the changing requirements of the business environment in the Healthcare sector
2. Graduating students to be sensitive to stakeholder needs while making business decisions.
3. Graduating students shall be able to apply knowledge of cutting-edge practices in managing healthcare businesses
4. Graduating students shall be able to play a leading role in organizations.

## **BIFS**

Graduating students to be sensitive to stakeholder needs while making business decisions.

1. Graduating students will be able to appraise multiple stakeholders' needs.
2. Graduating students will be able to identify the issues of sustainability in business decision contexts
3. Graduating students will be able to evaluate ethical issues in business decision contexts

The following section of the report details the experiential and community-based / field-based courses offered at GIM. These exemplary courses require the students to work for the community, thereby contributing to society. At GIM, we believe in the holistic and overall development of a student; the following section gives the details of the courses that are common across all the programs.

### **1. Social Responsibility and Action**

While business continues to be responsible for profitability, it has to demonstrate a concern for its net impact on society. Managers also need new knowledge, skills, and attitudes to make the trade-offs or come up with innovative business models that meet both objectives. They must recognize that the long-term success of a business requires a healthy society and vice versa. They will learn to work effectively with

different organizations, including the government, educational institutions, and civil society.

The course on Social Responsibility & Action is designed to help address these new expectations from managers. The classroom sessions help students understand the concept of responsibility and the challenges/opportunities business faces in balancing profitability with societal wellbeing. They help the students experience how educational and other institutions can facilitate responsible behaviour. GiveGoa projects are the field-based component of the Social Responsibility and Action course which is explained in the later part of the section.

The course content equips the students with the following contents:

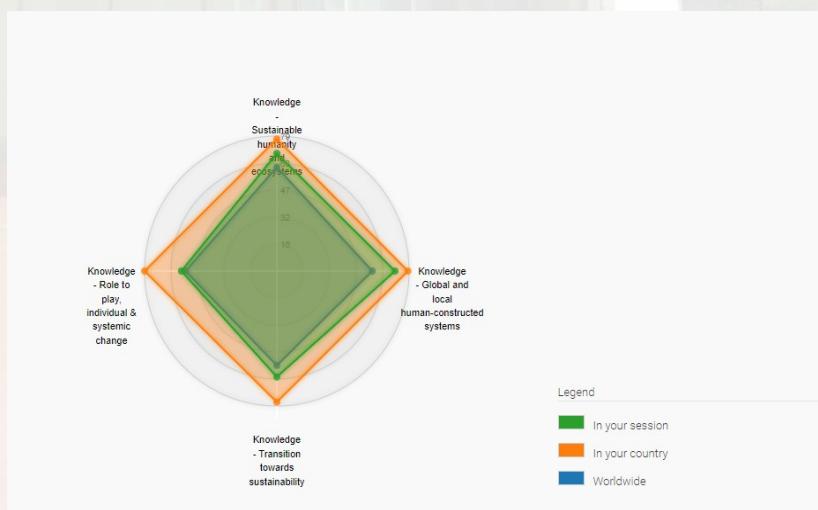
- Sustainability, Responsibility, and individual action.
- Different theoretical positions about the responsibility of business: shareholder vs stakeholder views vs creating shared value.
- Understanding about Global Goals.
- Balancing profitability and social well-being, Impact Investing and Circularity.



students are good in Knowledge - Transition towards sustainability and Knowledge - Role to play, individual & systemic change in comparison to global data. However, they are slightly below when it comes to Knowledge - Sustainable humanity and ecosystems. And, their knowledge - Global and local human-constructed systems is lower than the world average.

The course has also included the completion of the Sustainability Literacy Test (SULITEST) in 2021 with BIFS students.

In the figure below, results from SULITEST SPEC Local India are presented. It shows that BIFS



All PGDM students participate in AIM2Flourish assignment and every year 40-45 stories are published by student groups on AIM2flourish platform. In 2021, five stories reached to finals and 1 story on Jaipur Rugs bagged the Flourish Award for SDG 8.

## **2. GiveGoa, GiveGoa- Health and Analytics for Goa**

Corporate Social Responsibility and sustainability are integral to the Goa Institute of Management (GIM) ethos. We firmly believe that the institution's responsibility is not restricted merely to the classrooms but extends to the community. The course follows a service-learning pedagogy and has two components:

- 1-credit classroom learning experience
- 3-credit experiential project known as GiveGoa with partner organizations (banks, NGOs, primary or secondary schools, and government departments).

In this course, the PGDM students spend time with the community members in the organizations and utilize their managerial skills and understanding to solve their problems or help in reducing the intensity of their issues. A diverse set of projects are allotted to the students ranging from education, agriculture, environmental protection, health to awareness about various government schemes and exposing students to myriad societal challenges. All the projects allow the students to serve the Goan community at the grassroots level.

Similarly, The Healthcare Management Program (HCM) initiated 'GiveGoa – Health' in 2016 for their second-year students. Big Data Analytics (BDA) has incorporated 'Analytics for Goa' where the students undertake analytics-related projects for their community-based projects. Banking, Insurance and Financial Services (BIFS) have also incorporated GiveGoa into their curriculum

## **3. Know Your Healthcare Provider (KYHP)**

In the present times, when globally we are fighting against the global pandemic, healthcare is an area of grave concern. Healthcare is a vast sector in terms of employment and revenue. The Healthcare industry is growing tremendously due to its strengthening coverage, services, and increasing expenditure by public and private players. So, the demand for healthcare professionals is increasing day by day for the hospital management and smooth functioning of the industry.

KYHP is a field-based course conducted to develop practical learning experiences in students. This course provides extensive exposure to the functioning of the healthcare industry through a first-hand experience of working closely with hospitals, pharmaceuticals, medical devices, public health organizations, and other healthcare institutions. Every Thursday, students observe and study the working of an organization to experience the practices in the health sector. The Healthcare Thursday program goes beyond the typical 'industry visits' by including structured tasks and analysis that student groups perform/study in these professional healthcare environments. Student groups are guided by GIM faculty and managers concerned with the healthcare facility.

The following section indicates some of the sustainability-related core courses and elective courses offered to the students across the programs.

**a. Rural and BoP Marketing**

The rural and bottom of the pyramid (BoP) have been drawing the attention of marketers owing to its latent potential. This course tries to make the participants aware of the challenges and opportunities associated with these markets. This course helps critically evaluate the key concepts and strategies adopted for success in these markets. The students will be able to conceptually understand and apply the marketing concepts in the Rural and BOP context.

**b. Social Marketing of Social Engineering**

This course is for students passionate about making a difference in the social context. A selected list of application domains includes non-profit marketing, eradication of social evils, campaigns relating to health and other government policies, fundraising, promotion of healthy lifestyles, etc. Through this course, students will be able to understand barriers to behavior change and different strategies to achieve them. They will also be able to formulate a suitable social change management plan.

**c. Financial Reporting and Analysis**

Financial Reporting and Analysis is a course designed to help students better understand financial reporting and footnote disclosure, which were previously covered in Financial Accounting for Management in term 1.

This course examines current practices in corporate financial reporting and familiarizes

participants with the reporting environment established by the Indian Accounting Standards and the Companies Act 2013.

The course covers the new Indian Accounting Standards (Ind AS) and the financial statement preparation and disclosure requirements outlined in the Companies Act 2013. The primary focus is on developing a set of powerful analytical tools to understand the environment in which financial reporting decisions are made, what options are available, how financial information is used for various types of decisions, and how to avoid misuse of financial information.

**d. Corporate Governance**

Corporate governance plays a crucial role in shaping a competitive firm with global firms. Corporate governance legislation and guidelines issued by government agencies would protect investors' safety from corporate scandals. A company's success or failure depends solely on corporate governance based on values and ethics.

This course helps students understand the relationship between the principals, management, and the board of directors. It explores the theories, practices, and underlying philosophies of the current corporate governance debate. The course also teaches various roles and responsibilities of the board of directors towards the organization's functioning and different stakeholders. Additionally, this course would

also examine the relationship between corporate governance and firm performance, the role of external governance mechanisms, and specific governance issues in a family firm.

**e. Creativity, Innovation and Design Thinking**

In today's ever-growing and changing world, being able to think creatively and innovatively is an added advantage. It can sometimes be challenging to step back and reflect in a fast-paced environment or when you are required to assimilate large amounts of information. Making sense of or communicating new ideas innovatively and engagingly, approaching problems from fresh angles, and producing novel solutions are all traits that are highly sought after by employers. The course is a space that the participants can treat as a mental gymnasium. Individuals are involved in workshop-style activities to help flex their grey cells.

**f. The Science of Happiness**

We are all very different in our looks, style, interests, and behaviors, but we are all united in one crucial way- The Happiness Way!! This means that we all want to be happy and lead a fulfilled life. The attempt is towards understanding the importance of happiness in life and the practices to improve the quality of life.

During this course, the students can scientifically uncover the correct elements related to happiness and emotional well-being. The system helps identify one's quest for happiness and proposes solutions for deadlocks. This course will help chart an action plan for you to lead a life full of joy. The course aims to create "Happy Business Leaders" who will work for the collective good, create happy workplaces, happy families, and intelligent and creative employees.

**g. Service Supply Chain Management**

A firm's supply chain consists of all operational processes that create value for the firm. Supply chain management, therefore, involves the coordination of multiple value-creating processes that are typically fragmented and dispersed across organizational and national boundaries. This fragmentation creates opportunities (e.g., lower costs) but also challenges (e.g. longer lead times). Firms, therefore, need to find a way to exploit the benefits provided by fragmented supply chains, while making sure that the challenges are managed effectively.

This course exposes students to the challenges involved in managing supply chains and understanding the complexity of inter-firm and intra-firm coordination.

**h. Diversity at Workplace**

Diversity and inclusion in the workplace are business imperative. Research shows a clear and positive correlation between business performance and diversity. This course enables students to understand and assimilate details of this future-focused area of human resource management. It also aids them in identifying and developing their own inclusive competencies.

### **i. Leadership in Organizations**

Understanding leadership as a concept, developing skills, and then practicing it in multiple and interconnected contexts is the fundamental objective of this course. Leadership is not only about leading, but it has a lot to do with managing and following. As a cohort group, the course will discuss major theories and abstract concepts associated with leadership and blend them with practical and concrete operational behaviors and actions of leaders.

To foresee and cope with the volatile and uncertain world, leaders today have to identify these challenges and become an integral part of managing them. In this course, students explore leadership from personal, team, and organizational perspectives. In addition to specific skill development in the areas of problem-solving, written and oral communications, leading teams, and goal setting, the course includes models for examining personal career paths, ethical decision-making, and the role of organizational change agents.

### **j. Ethics and Corporate Governance**

This course provides an overview of various concepts and frameworks related to ethical issues/dilemmas faced by individuals and organizations. The course addresses a range of critical issues which are pertinent to the contemporary business environment such as business ethics, Corporate Social Responsibility, medical ethics, corporate governance, and sustainable development. The course is designed for active and engaged learning and adeptly blends theory and experiential learning. The pedagogy includes a judicious mix of lectures, case studies, role-plays, and presentations, facilitating in the holistic development of the students.

### **k. Health Policy**

This course is designed to inform participants about health policy issues and provide them with the tools to analyze these. It allows them to develop and incorporate a complex public policy dimension into managerial decision-making and strategic planning. The course introduces policy-making processes, the role of various actors, and the quasi-federal regulatory process, leading to the discussion on health policies and their analyses using different tools like Systems Thinking and Interest Group Analysis.

### **l. Financial Reporting**

This course is designed to help the graduating students to understand, analyze and interpret the financial statements by learning the basic accounting principles, concepts, standards, and statements.

Below given shows the impact of sustainability and responsibility related courses offered in the years 2020,2021 and 2022.

Table 1 : Course details and its impact

<b>Course name</b>	<b>Impact</b>
Social Responsibility and Action	This leads to nurturing of managers who are sensitive to the larger community/ society.
Rural and BoP Marketing	Students understand to apply marketing concepts in the rural socio-economic condition
Social Marketing of Social Engineering	Mold future managers who can identify, evaluate and identify business strategies taking into consideration the customer requirements and the wicked problems existing in the society
Financial Reporting and Analysis	This course ensures that the students make judicious use of financial information for decision making in the organisations
Financial Reporting	
Corporate Governance	This course leads to students who are capable of assessing and propose solutions for corporate governance problems.
Creativity, Innovation and Design Thinking	The students will be capable of using design thinking for problem-solving. It leads to innovative and creative solutions to business problems
The Science of Happiness	Creating awareness on the importance of emotional well being, thereby nurturing the growth of emotionally sound leaders
Service Supply Chain Management	Nurtures future managers to understand the different supply chain frameworks and thereby improving the overall organisation
Diversity at Workplace	This course leads to building organisations and managers who understand the importance of Diversity and Inclusion
Leadership in Organizations	Encouraging and developing leadership in students
Ethics and Corporate Governance	This course leads to an improved understanding of corporate social responsibility and medical ethics, thereby creating responsible managers.
Health Policy	To ensure optimising policies in healthcare industry

Table below shows the SDGs and impact indicator for the community-based courses offered at GIM

Table : Community based courses and its impact

Centre/ Course name	Impact	SDGs	Impact Indicator
GiveGoa	To ensure that graduate students understand the importance of social service and the society in which they are allowed to grow.		
GiveGoa-Health			
Analytics for Goa			
Know your Healthcare Provider (KYHP)	Some areas we have made an	All SDGs	● ● ○

#### Impact indicator details

- Long-term impact/outcomes
- Short term impacts/outcomes
- Tangible impacts/outcomes

## Challenges during Covid-19 Pandemic

The COVID pandemic had crippled the operations of various institutions across all formats. Since our last report, from April 2020 onwards all physical classes were stopped in India due to a nationwide lockdown; summer internships were delayed; there was uncertainty regarding the reopening of institutes. GIM, too, was not immune to the disruption but has been resilient and was able to conceptualize and implement initiatives during this difficult time

## Measures being undertaken by institutions to drive responsible management education post COVID-19<sup>2</sup>

The first important step was to upgrade the infrastructure and train faculty and staff for virtual interactions. Institute created a Faculty committee titled “Project Stream” to chalk out the plan for orienting faculty and staff with online tools and techniques and also to

<sup>2</sup> Taken from the case study written by Rishi Bhardwaj, Melinda Dcosta and Divya Singhal in 2020 for Manthan organized by Global Compact Indian Network and Un-PRME India Chapter

explore various online learning management platforms. An extensive training process was undertaken to adopt a comprehensive learning management solution in March end itself. This also included training its administrative staff and faculty to be technology savvy. Till May-June, various online training sessions were organized where faculty explored different engagement tools.

To address the possible delay in summer internship due to Lockdown; the institute planned and executed desk projects, to be consistent with its commitment to delivering quality education. As part of this, GIM students had to undertake desk projects (secondary research projects) to increase their industry knowledge and understand the new expectations of the globe. The initiative's learning outcome was focused on understanding the industrial & economic transformation and applying emerging tools/ techniques. It further provided digital learning opportunities to its student, suggesting them to upskill themselves by enrolling in Massive Open Online Course (MOOC). GIM sponsored courses for its students upon completion from any e-learning platform. GIM also secured premium content from leading platforms such as Coursera, EdX & IBM. It provided the students with a plethora of choices for course enrolments to secure sustainable competitive advantage through accelerated virtual upskilling programs.

GIM realized that industry partnerships and dialogues are critical for a holistic learning experience; and the pandemic should not affect this essential aspect. In early April, the institute launched a new initiative 'Bridge-the-Gap', a series of informative and interactive webinars. As part of this new initiative leaders from all walks of life shared their perspectives through carefully crafted virtual interactive engagements.

Feedback from students on the initiatives taken by GIM:

*"The inclusion of Desk Projects in our curriculum provided a holistic learning experience. The noteworthy part of this project was that I had the liberty to choose the field and the project topic that I would like to deeply explore with respect to application of emerging technologies and modern business practices. I gained critical insights on how technology can be leveraged by industries for achieving responsible production and consumption of goods."*

— Student 1

*"Desk projects & MOOCs was a great alternative learning opportunity provided by GIM. Researching on the resilient journey of businesses disrupted by the COVID-19 pandemic helped me augment my knowledge base. I learned how businesses have emerged to be more environmentally conscious in their decision making and have adopted sustainable practices to shape a better future."*

— Student 2

*"Industry experts sharing their real-life experiences and innovative ideas, takes MBA education to a whole other level. I found the sessions very engaging as they kept me updated about the recent trends such as responsible supply chain with focus on reverse logistics, diversity & inclusion in workforce management, etc. in different industry domains. It helped me understand the various strategies adopted by leading companies*

*and equipped me with the knowledge to develop myself to be more empathetic and socially conscious future business leader."*

— Student 3

*"As the name suggests, the initiative has helped bridge the gap between the industry leaders and students. It helped us interact with esteemed business leaders and understand the steps taken by organizations as a response to the global pandemic."*

— Student 4

## Outcomes and Impact

All learning initiatives enabled students to utilize their time constructively and be future-ready leaders keeping in mind other SDGs like 3, 8, 9, 10, 12, and 17.



As an institution committed to the ethos of PRME and as we enter the Decade of Action, we ensure that we contribute to the UN SDGs and make a significant impact on society as well as the environment. We undertake research and other related activities with the help of research centres at GIM. At GIM, we believe that our responsibility as a management institution isn't restricted by the boundaries of a classroom.

Through our various Centres of Excellence, we try our best to contribute to our community from multiple angles. The following section details the various activities undertaken by the centres at GIM.

### 1. Centre for Social Sensitivity and Action (CSSA)

The Centre for Social Sensitivity and Action (CSSA) is one of the Centres of Excellence at the Goa Institute of Management (GIM), contributing to society and the institute through research, training, workshops, academic and community-based activities. The Centre was established in 2013 and acts as a bridge between the Goa Institute of Management (GIM) and the community. It prepares future leaders to respond to businesses and society's complex sustainability-related challenges. All the activities

are undertaken by CSSA align with the ethos of UN Sustainable Development Goals (SDGs) and the Principles for Responsible Management Education (PRME) initiative, which promotes responsible management education.

### **The Primary Objectives of CSSA are to:**

- Incorporate values of equity, inclusivity, and sustainability in all its activities
- Promote and prioritize responsible management education
- Prepare future leaders for complex sustainability challenges faced by business

CSSA has collaborated with international and National platforms e.g. Alpha Zulu Advocates, AIM2Flourish, The Living Heritage Foundation, Commitments Accelerator for Plastic Pollution (CAPP), Ocean Recovery Alliance (ORA), and Indian Plastic Institute (IPI) and other national/local organizations e.g. Goa Chamber of Commerce and Industry Education Committee, Goa Livelihood Forum, etc to reach out to the community.

Some of the primary activities, and events that CSSA has engaged with, in the years 2020, 2021 and 2022 are as follows:

#### **Management Development Program for Program Managers of Goa Livelihood Forum (GLF) Nurturing Leaders for Social Impact**

In March 2021, A 4 -day training program was organized by CSSA in Collaboration with Goa Livelihood Form on Nurturing Leaders for Social Impact, the aim of this training session was to help develop advanced skills and a systems mindset among participants, which will help them lead and drive positive impact at the level of organization and the community. the sessions were led by CSSA Chairperson and Faculty Member Prof Divya and Prof Sreerupa along with Prof Karman and Prof Padmavati.

Session 1: Essentials of Leadership

Session 2: Art of Communication (Presentation and social media communication)

Session 3: Pathways to Happiness: Empathy and Resiliency Skills

Session 4: Communicating local impact in global language

#### **AIC-GIM ESG Start-up WEEK Celebrations**

CSSA organized three events in collaboration with AIC-GIM in October month to contribute to creating an ecosystem for sustainability and social impact.

The first event was a Social Impact Photography Challenge on Instagram held in October 2021 as part of ESG Start-up WEEK by AIC-GIM and Climate Collective. The aim of the Social Impact/Social Issue Photography Challenge was to raise awareness on social issues. The second event was a virtual session on Circularity on 6 October 2021. Prof. Sreerupa Sengupta moderated the conversation with Ms. Shalini Goyal Bhalla, Council Circular, on Circularity, ESG, and Sustainable Development. The third event was a collaborative webinar on 19th October 2021 on "ESG: Corporate to Classroom" by Ram Kolavennu, Ex-COO Labour Net and COO, Foundation for Excellence. Goa Chamber of Commerce and Industry Education Committee has also co-hosted this event. The session was found useful by attendees from start-ups, industry, and academia.

### **Sustainability Tweet - A - Thon**

CSSA at GIM has always been committed to equity, inclusivity, and sustainability through its SDGs, based on which the Tweet - A - Thon August Month on Sustainable Business challenge was organized along with the SC, ST, and DI Committee.

The tweet-a-thon themes were Decent work, Inclusion, Empathy, and Diversity. A total of 17 students registered for the event and tweeted actively for the campaign. The objectives of the tweet-a-thon organized by CSSA are as follows:

- To sensitize and create awareness among students on the four chosen themes.
- To encourage the students to see business as a force for good.
- To urge the students to act responsibly and promote a sustainability mindset.
- Highlight the importance of sustainability practices in their daily activities.

### **Newsletter**

CSSA newsletter SDG Samvaad welcomed 4 new student members on 19th August 2021, to their existing team of 4.

SDG Samvaad 3rd issue was released by Director Prof Ajit Parulekar as part of SDG Action Global Week to Act4sdgs and TurnItAround movement on 19 September 2021. The issue was focused on SDG 12 Responsible Consumption and Production. The issue can be accessed from SDG Samvaad 3. SDG Samvaad 4th issue was released on 18th December 2021. The 4th issue is based on SDG5 Gender Equality. Through this issue, we have attempted to create a space for critical thinking on gender and inequalities, with a belief that our collaborative efforts will lead to a more equitable future.

## **2. Centre for Excellence in Sustainable Development (CESD)**

GIM has always been conscious about the impact of its decisions on the ecosystem around it and has continuously strived to reduce its carbon footprints. Along with

measures like rainwater harvesting, harnessing solar power, tree plantation drives, treatment of water for reuse, and many more, the institute has expressed its commitment to this philosophy also through its mission statement which allies about sustainable business and inclusive society for India and the world.

The centre started working with three core objectives in mind

- Knowledge creation

To develop a model institute for Green campus in India and transform the GIM community into a more sustainable community. At the same time, use these processes for action research in the field of sustainable development.

- Knowledge Dissemination

To increase awareness about green living and sustainable development in the community around us and carry out activities to try to reduce the carbon footprint of the state of Goa and see India as a whole

- Knowledge Application

To develop a resource Centre for sustainable development at GIM for imparting training.

Some of the primary activities, events, and collaborations that CSSA has engaged with, are as follows.

### **Green Industries Goa (GIG) Initiative**

Under this initiative, CESD is working towards greening the industries in Goa. Several activities like research projects, webinars, training programs, liaising with the industrial associations and the relevant Govt. departments will be carried out to achieve the objectives of this campaign. In the first phase, during the year 2020-21, CESD worked on two pilot projects along with a few PGDM first-year students (as a part of their GiveGoa projects). The details of these projects are as given below:

1. **Greening of MSMEs in Goa:** A comprehensive literature review of available research papers and articles was undertaken to initiate this project. Around 100 research papers from well-ranked journals were studied to understand the drivers and motivating factors that made MSMEs invest in eco-friendly or environmental initiatives. This study brought out a stark gap in the current research literature concerning environmental initiatives of MSMEs, specifically in Goa. The Greening of MSMEs in Goa project was designed to address this gap and contribute toward a greener Goa.

#### **The objectives of this project were:**

- a) To understand existing environmental sustainability initiatives/practices of MSMEs in Goa
- b) To explore what drives/motivates MSMEs to invest in environmental-related financial decisions or efforts to reduce their carbon footprint.

For this project, CESD reached out to several presidents of the various industrial estate associations, officials in the MSME department, office bearers at GCCI, and

others. A questionnaire was developed that was used by the students' team (under the GiveGoa initiative) to collect data. Due to the pandemic, this project had to be done online, resulting in a reduced sample size.

Students collected data from about twenty MSMEs across Goa, and CESD is currently analyzing the results. Through this study, we hope to understand the drivers of environment-related investments for MSMEs and work towards creating an ecosystem to enable them to make these decisions.

## **2. Registry for Eco-businesses in Goa**

The objectives of this project were:

- a) To create an online registry for eco-friendly businesses in Goa
- b) To identify and document management and other challenges faced by a sample of these businesses.

For this project, the Centre initially identified about 30 eco-business in Goa along with the contact information for the students to start the project and take it forward from there.

A total of sixty eco-friendly businesses were identified in Goa and students conducted semi-structured interviews of thirty of these entrepreneurs. The Centre aims to understand the businesses better, provide them a platform to showcase their product/service, and in the process encourage more such entrepreneurs.

### **Biodiversity Register for GIM**

CESD prepared a Biodiversity register for the campus. This was carried out in two phases. In the first phase, the Centre focused on the flora on our campus. This project was undertaken by CESD in January 2021 and was completed in April 2021.

CESD took help and guidance from the Goa Bio-diversity Board to get a better understanding of the species on the campus. The majority of the flora on the campus were identified, photographed, and GPS-tagged. A total of 150 different species were identified and the report was presented to the director on 23rd April 2021. Currently, CESD is working on the proposal for the faunal biodiversity register for the campus. The data collection for this project is planned to be done through various methods like expert surveys, crowdsourcing from faculty, staff, and students at GIM.

### **Newsletter**

Sustainability Horizon, a quarterly newsletter by CESD was first launched on 13th January 2021 in the presence of the Director, Goa Institute of Management, Dean (Academics), Dean (Administration), and the CESD team members. This newsletter collates contributions from students, academicians, and practitioners in the area of environmental sustainability and attempts to address the changing dynamism in the sector. The newsletter was disseminated through email to the various stakeholders, faculty, and staff of GIM. To ensure the Centre practices what it preaches, only a few hard

copies of the newsletter were printed on recycled paper to be kept at the reception, library, and the Centre's office.

### **Proposal for setting up a Miyawaki forest at GIM**

The Centre prepared and submitted a proposal for developing a natural forest using the Miyawaki technique at GIM. A dense forest is developed using local species of plants and needs maintenance for about 3 to 4 years after which it becomes completely self-sustaining. The forest will likely attract many more birds, butterflies, and other such fauna to the campus and also impact the local climate positively.

### **Email campaign on behalf of world environment day**

World Environment Day is celebrated on the 5th of June every year with an aim to increase awareness of environmental conservation. With this aim, CESD designed an email campaign centered around the five Panchamahabootas, or elements of nature and their conservation, in the week following World Environment Day. Important facts about the status of the environment and action points for faculty and staff were included in these emails, in addition to further reading material on the topic. The campaign received a good response from the GIM community and helped in creating a unique identity for the Centre. Based on the response obtained to the questionnaire sent out in the emails, a Session on Home Composting was conducted for the faculty and staff to demonstrate methods of undertaking composting and bio-enzyme preparation, which had around 25 participants.

### **E-waste collection drive in the campus**

In March 2022, The Centre for Excellence in Sustainable Development (CESD) along with the student team of GiveGoa organized an E-WASTE COLLECTION DRIVE on campus. E-waste items like Cell phones, Batteries, DVDs, laptops, Hard drives, Printers, etc need to be discarded properly through authorized agencies so that their recycling does not cause any harm to the environment. The Centre had kept designated boxes for each of the items and the employees as well as the students were encouraged to dispose them.

### **The "No more use-and-throw at GIM" campaign**

The "No more use-and-throw at GIM" campaign was launched on 15th December 2021. The aim of this campaign was to reduce the use of disposable paper cups on campus and shift to reusable alternatives. The Centre provided all its employees with glass cups to encourage us to refuse paper cups used on campus.

## **3.     Centre for Public Policy and Governance (CPPG)**

The Centre for Public Policy and Governance (CPPG) is one of the new initiatives at GIM. The CPPG is primarily motivated by exploring the links between the field of management and public policy.

The Centre has the objective of generating and leading intellectual capital, and experience to inform public policy formulation and governance in India and emerging economies. The Centre aims to generate awareness among the student community by providing a platform to discuss and analyse public policies. It will serve as a platform for academics from all over the country and beyond, policymakers, and others interested in public policy and governance to interact, and dialogue. Its philosophy is predicated on the belief that effective public policy is always deeply contextualized. Having functional organizations, and managerial and design capability within government and parastatals as much as the content of public policy is important for success. The Centre also contributes to regional development by actively participating in various policy initiatives undertaken by the government and various non-governmental actors.

### **Social Audit Schemes for persons with Disability**

As per the Right to Persons with Disabilities (RPWD), Act 2016, a social audit has to be conducted as regards the various schemes which have been designed by the Government for Welfare of Persons with Disabilities. The schemes require a complete study of their general applicability to persons with disabilities and accordingly propose any changes in the schemes. The Centre has taken lead in the social audit of the schemes for persons with disabilities in the year 2022.

Some of the schemes to be audited are Stipend to the Disabled students, Scheme for Scholarship to differently-abled person, Dayanand Social Security Scheme, Awards for marriage with disabled, Bachpan, Braille Library, etc.

### **4. Centre for Creativity, Innovation &Design Thinking (CCIDT)**

Creativity, Innovation, and Imagination are a critical skill needed by the manager of tomorrow. We have to "imagine" the future- products, services, and the universe we as a race will need. Design Thinking has fast become a powerful tool to approach new ideas in a disciplined manner. It uses a human-centered approach to find sustainable solutions to existing problems. The Centre works at multiple levels to provide students with ample opportunities to "practice" these skills with the use of workshops, contests, and opportunities to help students "see" solutions when none seem to exist and harnesses metaphors to see new products/services designs possibilities.

- Develops students' multiple skills, based on Howard Gardner's multiple intelligences.
- Provides rich opportunities to train and expand intelligence for better insights into problem-solving.
- Carries out activities like theatre, dance, short film making, photography, art and music, open mic, and stand-up comedy.

## **5. Centre for Teaching Excellence**

The Centre for Teaching Excellence at GIM (CTE, GIM) promotes learning-centric pedagogical practices and innovations. Each year, the centre conducts several activities and events - e.g., Teaching Excellence Forums (TEFs), Webinars, Faculty Development Programs (FDP). The focus of those events is pedagogy, EdTech, students' assessment, mentoring, and innovation in teaching and learning. Services and initiatives of CTE, GIM are calibrated in collaboration with different programs and centres at GIM to support their respective objectives. In addition, CTE, GIM also offers hand-holding and one-to-one personal counselling for faculty members on teaching effectiveness.

The vision of the Centre is to be a leading centre in the country for the deliberation and dissemination of pedagogical innovations and best practices.

### **Key Events of 2020 and 2021**

- 18th November: Scaffolding in Instructional Design, Webinar by Prof. Allan Bird. (<https://www.youtube.com/watch?v=yck05cnfkic>)
- 20th October: Online tools for "Students' Engagement via Innovative Online Tools" TEF by Prof. Divya Singhal
- 20th October: Enhancing Listening for Learning Facilitation, TEF by Prof. Karman
- 14th April 2021: New Education Policy (NEP)'s Implications - Stakeholder Sensitization Seminar, by Vice-Chancellor, Goa University, Goa
- 26th - 27th February 2021: Methods of Master Teachers Faculty Development Programme by Prof. Arun Pereira. Emeritus Faculty, Saint Louis University, MIT-Sloan International Faculty Fellow
- Responsible Management and B-School Pedagogy Webinar by Professor Robert Edward Freeman. (<https://www.youtube.com/watch?v=xjxdhpX40le>)
- Open Pedagogy & Higher Education Webinar by Professor Arley Cruthers of KPU, Canada. (<https://www.youtube.com/watch?v=yju8ee6cxfy&t=127s>)
- Ed-Tech Essentials for New Normal Webinar Panel Members: Prof. P. D Jose, IIMB, and Prof. Sebastian Morris. (<https://www.youtube.com/watch?v=x4sp8v9iiia>)
- New Normal Higher Education: Multi-Country Perspective Webinar Panel Members: Dr. Dorra Yahiaoui, KEDGE Business School, France; Dr Andrea North-Samardzic, Deakin Business School, Australia; Prof. Sunil Kumar Sarangi, XLRI, India. (<https://www.youtube.com/watch?v=wyno3gue7xe>)
- Designing Microsimulations for Learning Facilitation, TEF, Prof. Divya & Prof. Padhmanabhan

## **6. Centre for Entrepreneurship Development (EDC)**

EDC has been established with the aim to foster the spirit of entrepreneurship among students and the community.

Centre will:

- Provide students with opportunities to learn about entrepreneurship and the entrepreneurial process.
- Develop entrepreneurial attitudes & capabilities Thereby contributing to the local (and national) community.
- Help others interested in setting up ventures, (b) Help existing entrepreneurs to grow & manage their businesses better.
- Help family businesses, Mentor and incubate start-ups.
- Help in turning around existing organizations

E-cell, a student initiative undertakes research on entrepreneurship in India & develops case studies. The cell conducts numerous workshops, seminars, events, and interactive sessions with eminent Entrepreneurs, thus, providing the students with unparalleled exposure to the entrepreneurial world.

The activities undertaken by E-cell in the years 2020, 2021, and 2022 are as follows:

### **Lead - Up**

This is a 10 week-long, bi-weekly Entrepreneurship Learning program for college students to help them inculcate an entrepreneurial mindset by making them work on a start-up idea. Lead Up program will provide tools, support, motivation and knowledge to students of diverse domains and college verticals to start their own entrepreneurial journey.

The program will focus on providing all the necessary knowledge to applicants which will set the base for developing their ideas into a meaningful project. In addition to that, you get a platform to explore innovative business models, perform literature surveys, cultivate a robust network of people, develop problem-solving skills, marketing touch of the real world, and much more.

### **Utsav**

Utsav is a platform for the most creative and vibrant students on campus who dive into the role of storytellers, poets, musicians, marketers, comedians, thespians but most importantly next generation founders of their own ventures. UTSAV shines the spotlight on budding entrepreneurs of Goa Institute of Management to showcase their electric mix of compelling ideas or even contextually speaking, being their own boss for one terrific day.

## **Pitch- Tank**

The event focuses on submitting a start-up idea that relates to real-world problems/challenges and then pitching and submitting the business plan for the same. A business idea for a start-up has to be submitted, that is innovative and interesting, or something that solves/caters to a real-world problem/challenge through a unique business solution/product/idea.

## **7. Centre of Excellence in Research (CER)**

GIM's philosophy states that the focus of research at GIM is "To enhance knowledge through research in the fields of management, social, economic, industrial, rural, scientific and to disseminate such knowledge with a view to contributing to the orderly growth, development and the quality of life of the people of Goa and of the country as a whole".

The activities and research undertaken by the Centre of Excellence in Research (CER) would be explained in detail in the Research section of the report.

## **SUSTAINABLE DEVELOPMENT GOALS**



Table shows the SDGs and the impact made by the activities undertaken by the Centres of Excellence in 2020, 2021 and 2022

**Table : Impact made by the activities undertaken by the Centres of Excellence**

Centres	Impact	SDGs	Impact indicator
Centre for Social Sensitivity and Action (CSSA)	The initiatives undertaken by CSSA have made an impact by creating awareness and sensitizing students, faculty, and staff members on Inclusivity, Equity, and Social Responsibility. The activities ensure that business and management are a driving force of good.		
Centre for Excellence in Sustainable Development (CESD)	The initiatives undertaken by CESD have made an impact by creating awareness and sensitizing students, faculty, and staff members on environmental sustainability and well being. The Centre's activities reduce environmental footprint, waste, and environment protection		
Centre for Public Policy and Governance (CPPG)	The initiatives led by CPPG impact public policy formation of governance in India and such emerging economies		
Centre for Creativity, Innovation &Design Thinking (CDT)	The Centre leads to overall development of the students by inculcating their creative and design thinking skills.		
Centre for Teaching Excellence	The activities of the Centre lead to the dissemination of innovative and creative pedagogical innovations. This would help in improving the learning experience of students.		
Centre of Excellence in Research	The Centre helps in improving research in the fields of management, social, economic, industrial, rural, scientific and disseminate it to improve the lives of people in Goa.		
Centre for Entrepreneurship Development (EDC)	The activities undertaken by the Centre leads to increased innovation and creative ideas for start ups.		

#### **Impact indicator details**

 Long-term impact/outcomes

 Short term impacts/outcomes

 Tangible impacts/outcomes

## **Principle 4: RESEARCH**

### **Principle 4 | Research**

“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.”

This section details some of the papers published by our faculty members in last two years that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value

#### **Strategic framework and promoting social impact research**

GIM Philosophy document spells out – “Generate knowledge through research that informs teaching and is informed by teaching”.

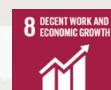
GIM’s vision also emphasizes on research. We are committed that through our research, we will create paradigms for successful and sustainable business practices, and provide thought leadership for policy makers.

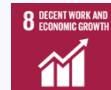
In this regard, institute has revised its research strategy in 2021-22 and committed to undertake at least 3 grand challenges (societal & industry problems) over the next 5 years – like improving access to health care services (or strategies for improving specific health outcomes), revamping primary/ secondary/ higher education, industry 4.0, startup ecosystem, improving corporate governance etc. Some of these challenges will be aligned to the centres & others will be independently undertaken by faculty (individually or in groups). Each of the grand challenges will be in line with the institute’s revised mission.

GIM has made conscious efforts in creating a research culture within the institute. There are various ways to do it such as encourage faculty to draft, design and teach courses based on their own research and plan learning activities around contemporary research issues.

## Sponsored Projects

Faculty	Project Title	Funding Organization	Total Funds (Amount)	Project Description	Duration	Mapped SDGs
Kheya Melo Furtado	Learning Case Study on Digital Financial Payments to Health Workers in India	Harvard T.H Chan School of Public Health (sub-award of the Bill and Melinda Gates Foundation)	101,652 USD (INR 77 lakhs approx.)	The aim of this work is to build a case study on the payment experiences of front-line health workers in India (locally termed ASHA-Accredited Social Health Activist) in order to contribute to the group's broader research agenda, which is to develop an understanding of the challenges and opportunities associated with the adoption and application of digital payments to health workers, in low- and middle-income country settings.	March 2021 -ongoing	
Kheya Melo Furtado and Devasheesh Mathur	Health systems research for PMJAY: An Assessment of the Trust and Insurance models of PMJAY implementation in six States in India	World Health Organization	INR 26,12,560	The Ayushman Bharat-Pradhan Mantri Jan Arogya Yojana (PMJAY) is a national publicly funded health insurance scheme for low income populations in India, aimed at improving access to hospital-based care and financial protection. This study, solicited by the National Health Authority, is meant to provide insights into the comparative performance of States adopting the Trust and Insurance models of PMJAY implementation, in order to provide insights to States on the implications of adopting either model.	August 2021 to January 2022	

Arif Raza Supriya Phadnis, Nafisa Vaz	Health Systems Research for PMJAY Assessment	World Health Organization	INR 4,559,500	This project was to evaluate the quality of care being provided at PMJAY empanelled hospitals and to suggest how a quality aspects can be mainstreamed in the empanelled hospitals	Aug, 2020 - Oct, 2021	
Sreerupa Sengupta and Avik Sinha	Localising the SDGs in India: The role of government and private training institutes  <a href="https://www.die-gdi.de/en/discussion-paper/article/localising-the-sdgs-in-india-the-role-of-government-and-private-training-institutes/">https://www.die-gdi.de/en/discussion-paper/article/localising-the-sdgs-in-india-the-role-of-government-and-private-training-institutes/</a>	German Development Institute	3600 euros	The study aims to achieve the following: a) to understand the role of government and private actors in building the capacity of government officials to respond to the 2030 Agenda b) to understand the resources required for capacity-building on the SDGs c) to identify the current shortcomings in capacity-building efforts d) to develop recommendations for a more coordinated and effective strategy that will strengthen the capacity-building initiatives of India	July 2020 - May 2021	
Divya Singhal	Cottons Hidden Voices: Stories from the makers of your clothes	AHRC(Arts and Humanities Research Council), UK	GBP 44419 (INR 44 lakhs approx.)	The project aims to improve awareness and understanding of modern fashion supply chains from the perspective of workers in the Global South by engaging a variety of stakeholders with research outputs from the previous AHRC funded project (AH/V009206/1)	Nov 2021- Feb 2023	
Divya Singhal Suganya Guru Swati Singh	Impact of Covid- 19: a case study of Indian fashion supply chains	AHRC(Arts and Humanities Research Council), UK	GBP 13383 (approx. 13 lakhs)	This research aims to explore the impact the COVID-19 on the management of modern slavery and other aspects of decent work for extended global fashion supply chain.	Nov 2020- April 2021	
Ajay Vamadeva n	Developing a Digital Health- enabled Intervention to tackle Multimorbidity in Primary Care in India	Centre for Chronic Disease Control	INR 1607661	This project aims to discover major multimorbidity patterns relevant to the National Program on chronic disease prevention and control in primary care in India.	April 2021- May 2022	

Prakash Singh	International Trade, Uneven gains and the role of ICTs	ICSSR-JSPS (JAPAN Govt)	INR 30 lakhs	The project is an effort to understand the role of ICT in reducing heterogeneity.	April 2021-March 2023	
Vithal S Sukhathan kar, Padmavathi Shenoy	Entrepreneurial empowerment support for the 'MY PAD MY RIGHT' initiative in the state of Goa	National Bank of Agriculture and Rural Development	INR 4,30,700	The primary aim of the project was to provide entrepreneurial empowerment support to Self-Help Groups engaging in biodegradable sanitary pads manufacturing in Goa.	Nov 2021 to March 2022	
Prakash Singh	The Impact of Covid-19 on the Tourism Sector in the Case of Pacific Islands	Massey University, New Zealand	5000 NZD (INR2.5 lakhs).	The project tries to examine the effect of Covind-19 on the tourism sector of the Pacific Island countries.	Jan 2022 to December 2022	
Prakash Singh, Joy and Sreerupa Sengupta	Skilling Youth of Goa: An Assessment of the Short-Term Training under PMKVY 2.0	Azim Premji University, India	INR 6 lakhs	This project endeavours to assess the impact of the PMKVY skill training programme in Goa state.	April 2022 to March 2023	
Vilasini Devi	Impact of Covid 19 On Noncommunicable Disease Services in Goa	Mcgill University	3000 Euro		Dec 2020-Dec 2021	

### Total publication details 2020-2022

Year	Peer-Reviewed Journals		Cases		Books		Conference Proceedings		Papers presented at the conference	Sponsored research
	International	National	With teaching Note	Without Teaching Note	Books	Book chapters	International	National		
2021-22*	66	0	9	0	1	4	5	1	11	6
2020-21	69	0	5	1	0	5	0	0	10	8

\*July 2021-March2022

## Journal Publications Rankings in last two years

Year	ABDC Ranking				Total
	A*	A	B	C	
2021-22*	04	18	13	08	<b>41</b>
2020-21	02	31	07	06	<b>46</b>

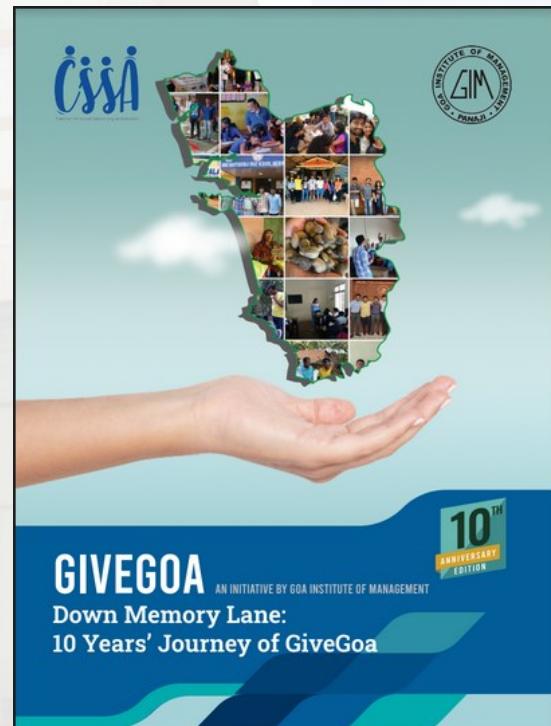
Year	IMPACT Factor			Total
	5 or above	3-4.99	1-2.99	
2021-22*	14	04	14	<b>32</b>
2020-21	08	08	12	<b>28</b>

Many of the publications listed in the tables are in the area of sustainability and contributing to one or more SDGs. Appendix 1 provides details of such publications. This is a result of institute's efforts in providing faculty members with a collegial environment that promotes creation and dissemination of new knowledge, fosters inter and multi-disciplinary work, and provides rewards for significant research achievements.

Institute has the annual budgetary provision for faculty members for participation in conferences, training programmes and workshops etc. Apart from this, institute also has separate research budget available for the faculty that encourages them to think of innovative and relevant issues for their research. There is also encouragement to take up issues related to society.

GIM support the professional development of its faculty. Faculty development practices/initiatives are guided by the GIM's vision and mission. Some of the noteworthy practices include Faculty research grant Support, research databases, travel support, Distinguished Professor Series, Teaching Excellence Forum (TEF) and Internal Research Seminars(IRS). GIM also supported academicians and independent researchers by announcing special covid grant. The purpose was to understand the diverse dimensions of COVID- 19.

Centre For Excellence in Research (CER) organise Internal Research Seminars (IRS) every month that provides an effective platform to faculty members to share their ideas, new research work undertaken by them. This provides many faculty members to gather constructive feedback towards refining their research work and related ideas. IRS serves



as a vehicle to build a culture of research in the institute and also provides an environment that encourages more faculty members to engage in high quality research.

## **Down Memory Lane: 10 years' Journey of GiveGoa**

CSSA undertook the task of putting together Down Memory Lane: 10 years' Journey of GiveGoa , a hand book that put together achievement by Students, Faculty Members and stake holder and all their accomplishments during its journey that started in the 2011 , where in GIM felt compelled to address these concerns by crafting a course which will help make next generation of managers ethical and socially responsible.

GiveGoa was launched by Professor. Ranjini Swamy along with her team Dr. Aishi Sengupta, Ms. Rashmi Shetkar, Dr. Divya Singhal with support of the then Director Mr P.F.X Dlima. Professor Ranjini Swamy was the backbone behind the planning of the GiveGoa program. The first GiveGoa visit happened on 21 July 2011 making the class of 2011-2013 as the pioneer batch of Give Goa. In the first year a total of 53 projects were offered to 40 student groups.

The purpose of GiveGoa is to promote social responsibility among the students of GIM through services to the under privileged communities and by contributing towards making society more inclusive the projects are done for a year, where the students visit the field, interact with the beneficiaries, understand the context and then start working on the project. All the projects of GiveGoa seek to improve the lives of the local community of Goa. The uniqueness of the projects lies in providing the students of GIM, an opportunity to participate in immersive learning.

GiveGoa aims at holistic development of the students, develop systems thinking and help them change their overall attitude towards life and the prevalent social realities.

The purpose of the GiveGoa is to help students become more socially aware and inclined towards taking responsibility for the community welfare. The course enables students to:

- describe “real-world” problems and circumstances faced by the community
- apply their managerial acumen to solve community problems and improve lives of the community
- realize the need for (and feel inclined towards) addressing problems of the community

Since its inception, GiveGoa has cautiously chosen a diverse set of projects ranging from education, agriculture, environmental protection, health to awareness regarding various government schemes; to expose students to myriad societal challenges. All the projects have given the students an opportunity to serve the Goan community at the grassroots level.

Please click on [Hand book](#) to read the full book.

## **Some Magazine/Newspapers/Blog publications**

- CSSA staff Member Ms. Keerthana and CQU-GIM students who recently completed a Joint International project on Sustainable Fashion jointly wrote a Paper that was published on ICCE Journal , the paper can be accessed [here](#)
- CSSA staff Member Ms. Keerthana's written article titled 'Sustainable Agriculture: Where India stands' which has broadly covered on how important it is for India, to reimagine the traditional agricultural practices and move towards sustainable agricultural practices has been published by Vyapaar Expert. The written paper can be accessed [here](#)
- CSSA member Prof. Divya Singhal published an article entitled "[Art as a Vehicle for Social Change](#)" in GBSN Blog Sep 20, 2021
- CSSA member Prof. Divya Singhal published an article entitled "[Use of Theatre in the Classroom: Conversation with an Organization Behavior Faculty](#)" – GBSN Blog post 06 October 2021
- 'Impact of COVID-19 on Textiles Industry: Tirupur experience' a blog article was written by Dr. Divya Singhal and Suganya Guru. Click on [blog](#) to read the article
- CSSA Chairperson Prof Divya and Prof. Raghuveer Vernekar (Chairperson, GCCI Education Committee) jointly wrote a blog on "Why care about Sustainable Development Goal (SDGs)?, to read the whole post please click [here](#)
- CSSA Chairperson Prof Divya and North-South University Faculty Member Prof Quazi Tafsirul Islam wrote an Open Ed in the Daily Observer on "ABCs of Sustainable Development in South Asia". To read the Open ED please click [here](#)
- CSSA faculty members Prof Divya and Prof Sreerupa jointly did a book review , and is now published on the ICCE Journal, to read the book review please click [here](#)
- CSSA members Prof. Sreerupa Sengupta and Prof. Divya Singhal compiled data from GIM and wrote a case study "*Shaping future leaders at Goa Institute of Management*" that was submitted to Positive Impact Rating. [Case study](#) is available at PIR portal

CSSA and CESD are publishing regular newsletter. Details can be accessed from <https://gim.ac.in/institute/centres> . Appendix 1 provides GIM faculty Sustainability related publications in journals during 2020 to April 2022.

CSSA hosted a two-day Virtual Colloquium on Driving Agenda 2030: Research for Societal and Business Sustainability in November 2021.

The objectives of the colloquium was to:

- Highlight current research trends on SDGs with regard to the management discipline and discuss ways to conduct high impact research on SDGs;
- Provide interdisciplinary networking opportunities and open up possibilities for collaboration and integrated research initiatives;
- Promote sustainability-oriented research that is relevant to academia and the industry

Colloquium witnessed participants from various countries e.g. India, Bangladesh, Hong Kong, UK, USA, Australia and Portugal. Participants were largely researcher scholars, early career researchers/ faculty from business schools and other colleges and some industry and NGO representatives.

Colloquium had sessions, two of which co-hosted with UN PRME India Chapter and North South University, Dhaka, Bangladesh.

One session featured the selected doctoral students' presentations and the closing session was a Fire-side Chat with Journal of Management Education Editors.



### **Presentations: Doctoral Students/ Faculty**

1. We are Gender Neutral: Locating Gender Empathy Gap in Organizational Practices

Priya Kataria, FPM Scholar, Goa Institute of Management, Goa, India

2. Making progress in the E in ESG while leaving the S behind: Modern Slavery among Migrant Workers in the South of Portugal

Carolina Almeida Cruz, Social Sciences Department, Lisbon University Institute (ISCTE), Portugal

Francisca Sassetti, School of Business and Management, Royal Holloway University of London, United Kingdom, and UNESCO Chair in ICT4D

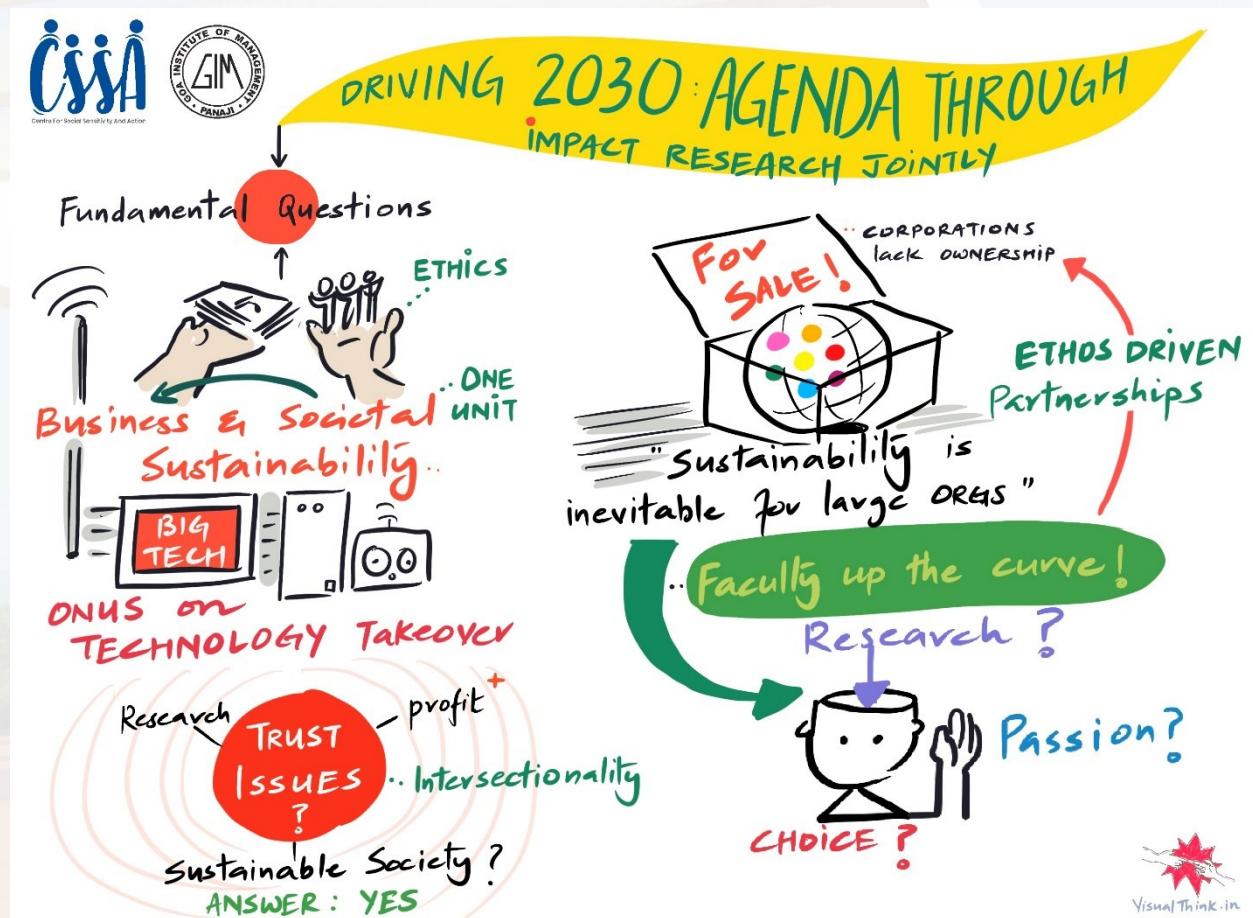
3. Performance Evaluation System for State Owned Enterprise

Reshamkaur Bhambra, Associate Professor, Department of Commerce, Fr. Agnel College of Arts and Commerce, Goa, India

Professor Sanjay Dessai, Principal, CES College of Arts and Commerce, Goa, India

#### 4. Enablers and Outcomes of Supply Chain Collaboration for Sustainable Growth in the Garment Manufacturing Sector

Suganya, Gurumurthy and Dr. J. Joshua, Selvakumar, Anna University, India



## Appendix-1 Sustainability Related Research Publications in Journals

Faculty Name	Title	Name of the Journal/ Publisher/ Medium	Academic Year	SDG	DOI
Arpita Amarnani	<u>Green Bonds: A Growing Phenomenon or a passing fad?</u>	<i>Voice of Research</i>	2019-20	8, 12	-
Avik Sinha	Examining the nexus between export diversification and environmental pollution: evidence from BRICS nations	<i>Environmental Science and Pollution Research</i>	2021-22	7, 12, 13	<a href="https://doi.org/10.1007/s11356-021-14889-0">https://doi.org/10.1007/s11356-021-14889-0</a>
Avik Sinha	Consequences of COVID-19 on the social isolation of the Chinese economy: accounting for the role of reduction in carbon emissions	<i>Air Quality, Atmosphere and Health</i>	2020-21	8, 15	<a href="https://doi.org/10.1007/s11869-020-00898-4">https://doi.org/10.1007/s11869-020-00898-4</a>
Avik Sinha	Analyzing nonlinear impact of economic growth drivers on CO2 emissions: Designing an SDG framework for India	<i>Energy Policy</i>	2020-21	4, 7, 8, 12, 13	<a href="https://doi.org/10.1016/j.enpol.2020.111965">https://doi.org/10.1016/j.enpol.2020.111965</a>
Avik Sinha	Does financial development reinforce environmental footprints? Evidence from emerging Asian countries	<i>Environmental Science and Pollution Research</i>	2020-21	9, 11	<a href="https://doi.org/10.1007/s11356-020-11295-w">https://doi.org/10.1007/s11356-020-11295-w</a>
Avik Sinha	Decomposing scale and technique effects of economic growth on energy consumption: Fresh evidence from developing economies	<i>International Journal of Finance and Economics</i>	2020-21	7, 11	<a href="https://doi.org/10.1002/ijfe.2246">https://doi.org/10.1002/ijfe.2246</a>
Avik Sinha	Revisiting the role of tourism and globalization in environmental degradation in China: Fresh insights from the quantile ARDL approach	<i>Journal of Cleaner Production</i>	2020-21	9, 11, 12	<a href="https://doi.org/10.1016/j.jclepro.2020.122906">https://doi.org/10.1016/j.jclepro.2020.122906</a>
Avik Sinha	Does renewable energy consumption reduce ecological footprint? Evidence from eight developing countries of Asia	<i>Journal of Cleaner Production</i>	2020-21	7, 11	<a href="https://doi.org/10.1016/j.jclepro.2020.124867">https://doi.org/10.1016/j.jclepro.2020.124867</a>

<b>Avik Sinha</b>	The asymmetric effect of Public Private Partnership Investment on Transport CO2 emission in China: Evidence from Quantile ARDL Approach	<i>Journal of Cleaner Production</i>	2020-21	9, 13, 17	<a href="https://doi.org/10.1016/j.jclepro.2020.125282">https://doi.org/10.1016/j.jclepro.2020.125282</a>
<b>Avik Sinha</b>	Assessing the Impacts of Ageing and Natural Resource Extraction on Carbon Emissions: A proposed Policy Framework for European Economies	<i>Journal of Cleaner Production</i>	2020-21	8, 9, 13	<a href="https://doi.org/10.1016/j.jclepro.2021.126470">https://doi.org/10.1016/j.jclepro.2021.126470</a>
<b>Avik Sinha</b>	Does green financing help to improve environmental & social responsibility? Designing SDG framework through advanced quantile modelling	<i>Journal of Environmental Management</i>	2020-21	8, 9, 11	<a href="https://doi.org/10.1016/j.jenvman.2021.12751">https://doi.org/10.1016/j.jenvman.2021.12751</a>
<b>Avik Sinha</b>	Do economic endeavors complement sustainability goals in the emerging economies of South and Southeast Asia?	<i>Management of Environmental Quality</i>	2020-21	8, 11	<a href="https://doi.org/10.1108/MEQ-10-2020-0218">https://doi.org/10.1108/MEQ-10-2020-0218</a>
<b>Avik Sinha</b>	Effects of Biomass Energy Consumption on Environmental Quality: The Role of Education and technology in Asia-Pacific Economic Cooperation Countries	<i>Renewable and Sustainable Energy Reviews</i>	2020-21	7, 9, 11, 13	<a href="https://doi.org/10.1016/j.rser.2021.110868">https://doi.org/10.1016/j.rser.2021.110868</a>
<b>Avik Sinha</b>	Impact of technological innovation on energy efficiency in industry 4.0 era: Moderation of shadow economy in sustainable development	<i>Technological Forecasting and Social Change</i>	2020-21	9, 11	<a href="https://doi.org/10.1016/j.techfore.2020.120521">https://doi.org/10.1016/j.techfore.2020.120521</a>
<b>Avik Sinha</b>	The role of information and communication technology in encountering environmental degradation: Proposing an SDG framework for the BRICS countries	<i>Technology in Society</i>	2020-21	9, 11, 13	<a href="https://doi.org/10.1016/j.techsoc.2021.101587">https://doi.org/10.1016/j.techsoc.2021.101587</a>

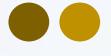
<b>Avik Sinha</b>	Tourism, environment and energy: an analysis for China	<i>Current Issues in Tourism</i>	2019-20	7, 11, 13	<a href="https://doi.org/10.1080/13683500.2019.1703913">https://doi.org/10.1080/13683500.2019.1703913</a>
<b>Avik Sinha</b>	Dynamic linkages between tourism, transportation, growth and carbon emission in the USA: evidence from partial and multiple wavelet coherence	<i>Current Issues in Tourism</i>	2019-20	9, 11, 13	<a href="https://doi.org/10.1080/13683500.2019.1667965">https://doi.org/10.1080/13683500.2019.1667965</a>
<b>Avik Sinha</b>	Examining the impacts of economic and demographic aspects on the ecological footprint in South and Southeast Asian countries	<i>Environmental Science and Pollution Research</i>	2019-20	11, 13	<a href="https://doi.org/10.1007/s11356-020-09659-3">https://doi.org/10.1007/s11356-020-09659-3</a>
<b>Avik Sinha</b>	Analyzing the association between Innovation, Economic Growth, and Environment: Divulging the Importance of FDI and Trade Openness in India	<i>Environmental Science and Pollution Research</i>	2019-20	9, 11, 17	<a href="https://doi.org/10.1007/s11356-020-09112-5">https://doi.org/10.1007/s11356-020-09112-5</a>
<b>Avik Sinha</b>	The relationship between economic growth and carbon emissions in G-7 countries: evidence from time-varying parameters with a long history	<i>Environmental Science and Pollution Research</i>	2019-20	8, 11	<a href="https://doi.org/10.1007/s11356-020-09189-y">https://doi.org/10.1007/s11356-020-09189-y</a>
<b>Avik Sinha</b>	Tourism and inequality in per capita water availability: Is the linkage sustainable?	<i>Environmental Science and Pollution Research</i>	2019-20	12	<a href="https://doi.org/10.1007/s11356-020-07955-6">https://doi.org/10.1007/s11356-020-07955-6</a>
<b>Avik Sinha</b>	The effects of tourism and globalization over environmental degradation in developed countries	<i>Environmental Science and Pollution Research</i>	2019-20	12, 13	<a href="https://doi.org/10.1007/s11356-019-07372-4">https://doi.org/10.1007/s11356-019-07372-4</a>
<b>Avik Sinha</b>	Renewable, non-renewable energy consumption, economic growth, trade openness and ecological footprint: Evidence from Organisation for Economic Co-operation and Development countries	<i>Journal of Cleaner Production</i>	2019-20	7, 11, 12, 13	<a href="https://doi.org/10.1016/j.jclepro.2019.118537">https://doi.org/10.1016/j.jclepro.2019.118537</a>

<b>Avik Sinha</b>	The Dynamic Effects of Globalization Process in Analysing N-Shaped Tourism Led Growth Hypothesis	<i>Journal of Hospitality and Tourism Management</i>	2019-20	11, 12 5	<a href="https://doi.org/10.1016/j.jhtm.2020.02.005">https://doi.org/10.1016/j.jhtm.2020.02.005</a>
<b>Avik Sinha</b>	The Renewable Energy Consumption-Environmental Degradation Nexus in Top-10 Polluted Countries: Fresh Insights from Quantile-on-Quantile Regression Approach	<i>Renewable Energy</i>	2019-20	7, 11, 12	<a href="https://doi.org/10.1016/j.renene.2019.12.149">https://doi.org/10.1016/j.renene.2019.12.149</a>
<b>Avik Sinha</b>	Revisiting the role of renewable and non-renewable energy consumption on Turkey's ecological footprint: Evidence from Quantile ARDL approach	<i>Sustainable Cities and Society</i>	2019-20	7, 11, 12, 13	<a href="https://doi.org/10.1016/j.scs.2020.102138">https://doi.org/10.1016/j.scs.2020.102138</a>
<b>Avik Sinha, Vinit Ghosh, Tuhin Sengupta</b>	Carbon tax and energy innovation at crossroads of carbon neutrality: Designing a sustainable decarbonization policy	<i>Journal of Environmental Management</i>	2020-21	7, 13	<a href="https://doi.org/10.1016/j.jenvman.2021.12957">https://doi.org/10.1016/j.jenvman.2021.12957</a>
<b>Avik Sinha, Tuhin Sengupta</b>	Does distribution of energy innovation impact distribution of income: A quantile-based SDG modeling approach	<i>Technological Forecasting and Social Change</i>	2020-21	7, 9, 13	<a href="https://doi.org/10.1016/j.techfore.2020.120224">https://doi.org/10.1016/j.techfore.2020.120224</a>
<b>Avik Sinha, Tuhin Sengupta</b>	Technology policy and environmental quality at crossroads: Designing SDG policies for select Asia Pacific countries	<i>Technological Forecasting and Social Change</i>	2020-21	9, 11	<a href="https://doi.org/10.1016/j.techfore.2020.120317">https://doi.org/10.1016/j.techfore.2020.120317</a>
<b>Avik Sinha, Tuhin Sengupta</b>	How renewable energy consumption contribute to environmental quality? The role of education in OECD countries	<i>Journal of Cleaner Production</i>	2019-20	7, 9, 11, 12	<a href="https://doi.org/10.1016/j.jclepro.2020.122149">https://doi.org/10.1016/j.jclepro.2020.122149</a>
<b>Avik Sinha,</b>	Interplay between technological innovation and environmental quality: Formulating the SDG policies for next 11 economies	<i>Journal of Cleaner Production</i>	2019-20	9, 13	<a href="https://doi.org/10.1016/j.jclepro.2019.118549">https://doi.org/10.1016/j.jclepro.2019.118549</a>

<b>Avik Sinha,</b>	Analyzing Technology-Emissions Association in Top-10 Polluted MENA Countries: How to Ascertain Sustainable Development by Quantile Modeling Approach	<i>Journal of Environmental Management</i>	2019-20	9, 12, 13	<a href="https://doi.org/10.1016/j.jenvman.2020.10602">https://doi.org/10.1016/j.jenvman.2020.10602</a>
<b>Avik Sinha,</b>	Impact of corruption in public sector on environmental quality: Implications for sustainability in BRICS and next 11 countries	<i>Journal of Cleaner Production</i>	2019-20	8, 13	<a href="https://doi.org/10.1016/j.jclepro.2019.06.066">https://doi.org/10.1016/j.jclepro.2019.06.066</a>
<b>Divya Singhal</b>	Pseudo green players and their greenwashing practices: a differentiating strategy for real green firms of personal care category	<i>Strategic Direction</i>	2019-20	9, 13	<a href="https://doi.org/10.1108/SD-07-2019-0143">https://doi.org/10.1108/SD-07-2019-0143</a>
<b>Divya Singhal,</b>	International supply chains: compliance and engagement with the Modern Slavery Act	<i>Journal of the British Academy</i>	2019-20	7, 8	<a href="https://doi.org/10.5871/jba/007s1.061">https://doi.org/10.5871/jba/007s1.061</a>
<b>Divya Singhal, V Padhmanabhan</b>	<u>Building Sustainability through Emphasis on Schemes to Promote Vegetable Cultivation: A Successful Case Study from Goa State Horticulture Corporation Limited (GSHCL), India</u>	<i>Prerana - Journal of Management Thought and Practice</i>	2019-20	3, 11, 12, 15	-
<b>Divya Singhal, V Padhmanabhan</b>	A Descriptive Study of Indian General Public's Psychological responses during COVID-19 Pandemic Lockdown Period in India	<i>PsyArXiv</i>	2019-20	3, 10	<a href="https://doi.org/10.31234/osf.io/jeksn">https://doi.org/10.31234/osf.io/jeksn</a>
<b>Divya Singhal</b>	Greenwashing Understanding Among Indian Consumers and Its Impact on Their Green Consumption	<i>Global Business Review</i>	2020-21	12	<a href="https://doi.org/10.1177/0972150920962933">https://doi.org/10.1177/0972150920962933</a>
<b>Divya Singhal</b>	Health anxiety, coping mechanisms and COVID 19: An	<i>Plos One</i>	2020-21	3, 11	<a href="https://doi.org/10.1371/journal.pone.0250336">https://doi.org/10.1371/journal.pone.0250336</a>

	Indian community sample at week 1 of lockdown				
<b>Divya Singhal</b>	Creating a safe working environment: The Zatlar's struggle against sexual harassment	<i>Sage Business Case</i>	2019-20	3, 10 9	<a href="http://dx.doi.org/10.4135/9781529712919">http://dx.doi.org/10.4135/9781529712919</a>
<b>Divya Singhal, V Padhmanabhan</b>	DP Apparels	<i>Faculty Simulation Lab, CapsimInbox</i>	2020-21	4, 12	<a href="https://www.capsim.com/blog/gbsn-and-capsim-are-teaming-up-to-create-culturally-relevant-microsimulations-for-the-developing-world">https://www.capsim.com/blog/gbsn-and-capsim-are-teaming-up-to-create-culturally-relevant-microsimulations-for-the-developing-world</a>
<b>Divya Singhal</b>	<u>Community Outreach Projects in Management Schools</u>	<i>Times of India Reader's Blog</i>	2020-21	4, 17	-
<b>Divya Singhal</b>	Sorting it Out: Identifying and Addressing Conflicts and Business Ethics in Global Value Networks	<i>Management Teaching Review</i>	2020-21	8, 9, 11	<a href="https://doi.org/10.1177%2F23792981211054848">https://doi.org/10.1177%2F23792981211054848</a>
<b>Divya Singhal, Sreerupa Sengupta</b>	Shaping future leaders at Goa Institute of Management, PIR Case Study No. 4	<i>Positive Impact Rating</i>	2021-22	4	-
<b>Divya Singhal</b>	Modern slavery in global value chains: A global factory and governance perspective.	<i>Journal of Industrial Relations</i>	2021-22	8	<a href="https://journals.sagepub.com/doi/full/10.1177/00221856211054586">https://journals.sagepub.com/doi/full/10.1177/00221856211054586</a>
<b>Divya Singhal, V Padhmanabhan</b>	Hindipa Motors India Ltd	<i>Faculty Simulation Lab, CapsimInbox</i>	2021-22	4, 12	<a href="https://www.capsim.com/gbsn">https://www.capsim.com/gbsn</a>
<b>Kapil Khandeparkar</b>	Thank you for not smoking-A multi-method investigation to understand the effect of anti-smoking warnings in television programs	<i>Journal of Business Research</i>	2020-21	3, 12	<a href="https://doi.org/10.1016/j.jbusres.2021.01.053">https://doi.org/10.1016/j.jbusres.2021.01.053</a>
<b>Naga Venkatesh Devaguptapu</b>	Winning with Employees	<i>Sage Publications</i>	2020-21	8, 11	-
<b>Shiv Nath Sinha</b>	Is Government over-regulating on Corporate Social Responsibility in India?	<i>Economic and Political Weekly</i>	2020-21	9, 11, 12	-
<b>Supriya Phadnis, Sreerupa Senguta</b>	Work from home, mental health and employee needs: A pilot study in selected Information Technology organizations in India	<i>Asia Pacific Journal of Health Management</i>	2021-22	3, 9	<a href="https://search.informit.org/doi/10.3316/INFORMAT.081066390380746">https://search.informit.org/doi/10.3316/INFORMAT.081066390380746</a>
<b>Vilasini Devi Nair</b>	Need to Strengthen Palliative Care	<i>The Goan</i>	201-22	3, 10	-

## The following table shows the Impact Our research makes

Activities	Impact	SDGs Targetted	Impact Indicator
Research	<p>The following are the impacts we make through our research:</p> <ul style="list-style-type: none"> <li>•Help people in understanding and create awareness on a specific issue or subject</li> <li>•Helps in making positive changes in economical, well-being/ health, Cultural, Policy or Environment related aspects.</li> <li>•Helps in decision-making or in behavioral changes.</li> <li>•Makes a social impact</li> </ul>	All the SDGs depending on the area of research	

### Impact indicator details

-  Long-term impact/outcomes
-  Short term impacts/outcomes
-  Tangible impacts/outcomes

## Principle 5: PARTNERSHIPS

### Principle 5 | Partnerships

"We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges."

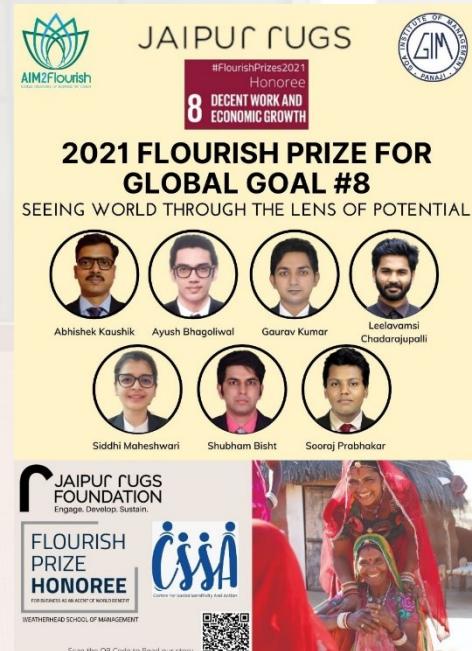
At GIM, we engage with external partners including business organizations, NGOs, and academic and government institutions. These collaborations and partnerships happen at the local, national and global levels. We have encouraged and incentivized partnerships and collaborations in the form of research, internships, student projects, immersion programs, etc. The partnerships have strengthened the institute in its values and activities.

### AIM2Flourish

CSSA has collaborated with AIM2Flourish, the world's first higher-education curriculum incorporating SDGs and "Business as an Agent of World Benefit" as part of Social Responsibility and Action (SRA).

In 2020, a total of 41 stories that were written under Prof. Divya Singhal's guidance were published on the platform. A total of 77 stories were selected by jury members as finalists for the 2021 Flourish Award, 5 stories were from GIM, which highlighted how businesses can respond to SDGs. One story from GIM has won the 2021 Flourish Prize for Global Goal #8: Decent Work and Economic Growth for their story on Jaipur Rugs. Their business innovation story was selected from the 585 stories published on the AIM2Flourish platform in 2020 and is one of the 17 best stories exemplifying how business is a positive force for good and demonstrating progress towards the 17 UN Sustainable Development Goals (Global Goals).

The winner story was awarded in a virtual global forum held in October 2021. In the year 2021, 48 new AIM2Flourish stories related to various SDGs highlighting business innovation have already been published and out of that 4 stories from GIM have been chosen as finalists for Flourish Prize 2022 selected from total 685 stories published on the AIM2Flourish platform. The final prize will be announced in the month of July 2022.



**FLOURISH PRIZE FINALIST**  
FOSTER CENTER FOR BUSINESS AS AN AGENT OF WORLD BENEFIT  
WEATHERHEAD SCHOOL OF MANAGEMENT

**AIM2flourish**  
Center for Social Responsibility And Action

**20 COUNTRIES**    **18 INDUSTRIES COVERED**  
**31 UNIVERSITIES**    **84 WORLD FINALISTS**

**Story titled 'The Sustainable Bricks' on**  
**The Sustainable Green Company**

As part of our course 'Social Responsibility and Action' by Dr. Divya Singhal

**SUSTAINABLE DEVELOPMENT GOALS**  
SDGs COVERED BY THE BUSINESS IN OUR STORY

**FLOURISH PRIZE FINALIST**  
WEATHERHEAD SCHOOL OF MANAGEMENT

**AIM2flourish**  
Center for Social Responsibility And Action

**20 COUNTRIES**    **18 INDUSTRIES**    **84 WORLD FINALISTS**

**absolute water**  
Each Drop Counts

**SUSTAINABLE DEVELOPMENT GOALS**  
SDGs COVERED BY THE BUSINESS IN OUR STORY

**FLOURISH PRIZE FINALIST**  
WEATHERHEAD SCHOOL OF MANAGEMENT

**AVANI EARTHCRAFT - EMPOWERMENT THROUGH INNOVATION**

**SUSTAINABLE DEVELOPMENT GOALS**

**Scan code to see our story**

**AIM2flourish**  
Center for Social Responsibility And Action

**FLOURISH PRIZE FINALIST**  
WEATHERHEAD SCHOOL OF MANAGEMENT

**AIM2flourish**  
Center for Social Responsibility And Action

**MITTI COOL**  
**WHEELS OF FORTUNE**  
MOLDING LIVES WITH POTFUL OF ECOFRIENDLY INNOVATIONS

The 2022 Flourish Prizes Finalists include 84 stories from 685 student-written, inspiring innovation stories from 31 universities in 20 countries under the guidance of 41 different professors.

**SUSTAINABLE DEVELOPMENT GOALS**

**Find the story**

**AIM2flourish**  
Center for Social Responsibility And Action

- **Partnership with CQ University Australia**

CSSA and the School of Business and Law at CQ University Australia launched four joint student projects on a voluntary basis related to the UN Sustainable Development Goals.

The projects were on

- a) Sustainable Fashion: Towards Reducing social and environmental ill effects and
- b) ESG Reporting: What does it involve and how are companies responding in Australia and India.

Through these joint projects, students were able to understand the significance of discussions on sustainability and SDGs. The experience of engaging in this project helped students acquire relevant knowledge on how firms report on environmental, social, and governance issues, including carbon emissions, environmental and diversity issues, and other problems, we believe this experience will make them better leaders who can create responsible workplaces in future.

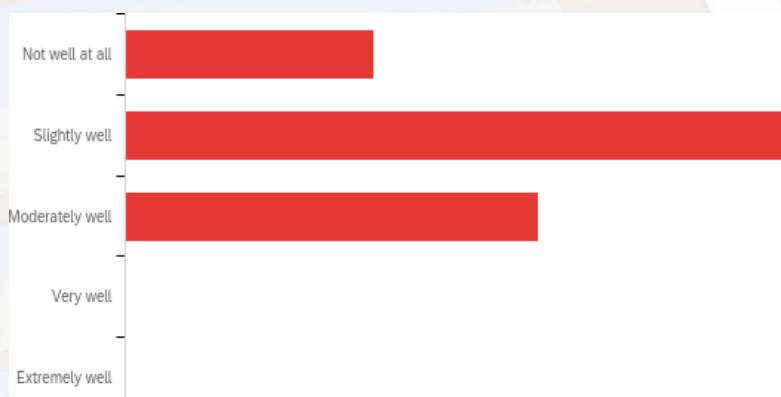
The students prepare the project virtually on the basis of consulting relevant course material, books, and important articles on the subject – browsing through the internet, etc. CSSA and the School of Business and Law at CQUniversity Australia completed four joint student



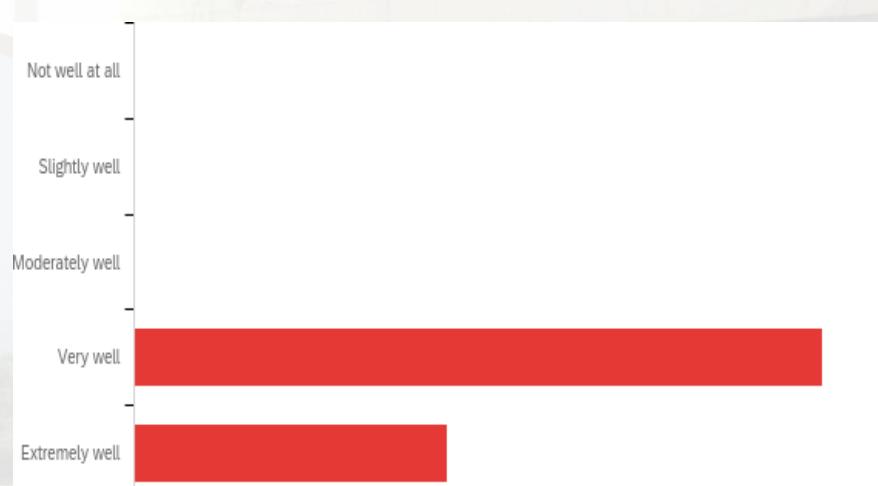
projects on a voluntary basis which are all based on the UN Sustainable Development Goals. 12 students from GIM and 12 students from CQUniversity enrolled for these virtual projects which were spanned over two months. Two teams worked on the Sustainable Fashion: Towards Reducing Social and Environmental Ill Effects and two groups worked on ESG Reporting: What does it involve and how are companies responding in Australia and India.

We asked participating students about the impact of these projects through a survey. Some of the data from the survey is presented below:

**How much did you know about the ESG Reporting/ Sustainable Fashion(the project which you worked upon) PRIOR to starting this project?**



**How well do you feel you know about ESG Reporting/ Sustainable Fashion(the project which you worked upon) NOW after working on this project**



**Please click on the link below to read more on the projects.**

<https://bit.ly/GIM-CQURReport2021>

- **North South University, Dhaka, Bangladesh**

CSSA GIM launched another joint student project with North South University (NSU), Dhaka on Sustainable Development Goals in the year 2021. The project entitled Responsible Workplaces: Documenting Best Practices on Inclusion and Diversity Adopted by



Joint International student project on  
**Responsible Workplaces:**  
Documenting inclusion and diversity best practices adopted by companies in India and Bangladesh

During 26 April 2021- 03 August 2021

companies in India and Bangladesh aims to create a platform for students to engage with issues pertaining to sustainable development. The project objective was to make students aware of issues of labor and human rights, diversity and inclusion, equity and social justice at the workplace; nurture a sustainability mindset among these future leaders and help them create responsible workplaces (as mentioned in SDG 4.7) in future.

- **Make the Case – Season 1 and Season 2**

Centre for Social Sensitivity and Action (CSSA), Goa Institute of Management in collaboration with Commitments Accelerator for Plastic Pollution (CAPP), Ocean Recovery Alliance (ORA), and Indian Plastic Institute (IPI) launched a national level competition on reducing plastic waste in November 2020. The national-level competition was supported by the prestigious Chellaram Foundation.

The purpose of the competition was to identify and showcase high-impact plastic waste reduction initiatives in India. The competition also showcased how organizations in India through their unique initiatives on reducing plastic waste were responding to several goals of sustainable development such as SDGs 3,4,9 and 12.



The competition known as the “Make-the-Case” Competition was designed for students from B Schools/Technical and Scientific Institutes/ Universities of India. Over 160 participants registered for the competition. The final round of the competition was held in March 2021. 11 teams received awards in the final round.

The team that won the USD 1,000 first prize was from the SIES Graduate School of Technology. They showcased the Kabadiwalla Connect program, which was designed to

leverage a city's existing waste infrastructure, working with informal waste pickers, to collect and process post-consumer waste in a more cost-effective and carbon-reducing manner. The second and third place prize-winning teams were from Bhaskaracharya College of Applied Sciences, Delhi University and the Indian Institute of Management, Visakhapatnam. Their case studies were about a technology that incorporates plastic waste into the sub-base and base layer of new roads being constructed from Bharat Petroleum, and a waste-to-fuel company, Rudra Environment Solution, which collects plastics from households and offers a technology process that converts plastic waste into oil & fuel, respectively.

**"The goal of this competition was not only to identify and showcase high-impact plastic waste reduction programs in India, but to demonstrate how those programs might also be implemented in communities around the world, improving knowledge sharing and efficiency to other communities who are also working to reduce their plastic pollution problems,"**

**- Rob Steir, Co-Founder of CAPP and working committee member of Make-the-Case competition.**

*"We, as students, underwent a huge learning curve. We would also like to extend our sincere thanks to Commitment Accelerator for Plastic Pollution, Indian Plastic Institute, Ocean Recovery Alliance, Chellaram Foundation, and Goa Institute of Management for relaying this opportunity in the form of 'MAKE THE CASE COMPETITION' to the students. This was in a true sense, 'More than a Competition' which pushed us to understand the grievous situation of Plastic Pollution across the globe and how eminent it is to address the same"- Team Terra*

Two of CAPP's Flagship Nations, Curaçao and Fiji have already expressed interest in replicating the same 'Make the Case' competitions for the Caribbean and Pacific Islands as a way to identify and showcase effective programs that could help curb the plastic pollution problems they are facing.

We have successfully completed the 2022 competition and included Indian Sub-continent. We received 100 teams registrations for the competition. Reviewers from GIM, IPI, and CAPP have evaluated the case studies submitted by the teams. Five shortlisted teams made presentations on the 12<sup>th</sup> of April 2022.

The details of the competition can be accessed through this link: <https://cappindia.in/>

- Engagement with NGOs for creating Social Impact**

CSSA in association with The Systems and Consulting Club, GIM with support from CSRN, UK provided opportunities to students to participate in pro bono consulting projects on social impact. CSRN is a UK-based network (<https://csrn.org.uk/>)and was

launched in 2020. It provides students an opportunity to connect to national-level NGOs and allows them to apply management acumen to social impact projects in the development sectors.

3 student groups from GIM (with 3 students in each group) worked on social impact projects with reputed national level NGOs of India - HumanQind, Ekal Yuva and Why Waste. These projects began in July and ended in September 2021.

- **Ultimate Global Podcast, Australia**

CSSA collaborated with Ultimate Global Podcast to launch joint conversations around the SDGs, ESG reporting, Business & Human Rights, Equity, Inclusion, and Compassion. The first Podcast was live-streamed on 4 October and the theme of the Podcast was 'Act for SDGs'. Prof. Sreerupa Sengupta represented the CSSA. The second Podcast was on 1<sup>st</sup> November 2021 on 'Creating Impact' and Mr. Sameer Joshi Honorary Treasurer Governing Council of Indian Plastic Institute was the speaker.

- **Desh Ka Mentor**

CSSA continues to support Delhi government's largest mentorship program for the students studying in Delhi Government Schools – Desh Ka Mentor, program by coordinating with GIM students who have volunteered to be part of empowering youth studying in Delhi Government schools. Currently, 12 students from GIM have been mentoring students assigned to them virtually. The feedback received from GIM students was very encouraging as they felt that this mentoring opportunity has given them a platform to contribute to the underprivileged section of society. Some of the feedbacks we captured are as given below.

The screenshot shows a white webpage for 'Desh Ke Mentor'. At the top left is the CSSA logo. To its right is the 'Desh Ke Mentor' title. Below the title is a portrait of a young man with glasses and a white polo shirt. To the right of the portrait is a testimonial in a box:  
"It is important to guide a student at right time to know the right path and I am really thankful to Desh Ke Mentor & GIM to give me this opportunity to mentor students and to be a turning point in someone's life, which most of us were lacking in our teenage."  
Below the testimonial is the name 'Smit Parmar' and 'Student, GIM, India'. At the bottom right are social media icons for Facebook, Instagram, and Twitter, along with the handle '@cssagim'.

The screenshot shows a white webpage for 'Desh Ke Mentor'. At the top left is the CSSA logo. To its right is the 'Desh Ke Mentor' title. Below the title is a portrait of a young woman with long dark hair and glasses, wearing a light blue top with floral embroidery. To the right of the portrait is a testimonial in a box:  
"For as long as I can remember I've been giving advices to my cousins on how to go about balancing studies with interests and Desh Ke Mentor gave me an opportunity to step out of my comfort zone and interact with total strangers. Today I share a similar bond with my mentees and it gives me immense pleasure to know that my tiny contribution could help someone grow"  
Below the testimonial is the name 'Vidhi Mittal' and 'Student, GIM, India'. At the bottom right are social media icons for Facebook, Instagram, and Twitter, along with the handle '@cssagim'.



## Desh Ke Mentor



"It was a unique opportunity for me to step outside the normal circle of friends and social media's echo chamber to gain deep understanding of how the world looks through other person's eyes. It not only helped me sharpen my emotional radar but also made me a part of a legacy, of whose stake in future may say 'I was here'".

Kriti Singh  
Student, GIM, India

@cssagim



## Desh Ke Mentor



"While I just began contacting my mentees. It has been a surreal experience. The programme has shown me how seemingly small hurdles that we come from a humble background never encountered could be an insurmountable roadblock for others. Helping them through it is a great experience and is inspiring to see their ambition against all odds!"

Jatinpal Bawa  
Student, GIM, India

@cssagim

- **United Nations Association of Australia (UNAA)-Victoria office**

Students from GIM were working as a single team on a project related to SDG 12 and SDG 17, A World without Waste: Making the transition to a Circular Economy offered by the United Nations Association of Australia (UNAA) through Deakin University, Australia. This session was conducted as a simulation for a debate in the UN General Assembly. CSSA Faculty Member Prof Divya and Prof Sreerupa along with staff Member Ms. Keerthana coordinated the same.

- **Deakin University Australia**

Two students have worked with CSSA as interns for 2 months in the year 2021, as part of their Work-Integrated-Learning (WIL). Their mandate was to work on the database of stories published at the AIM2Flourish platform by GIM students and develop a dashboard for better representation.

CSSA has recently collaborated with Deakin and started an internship in the month of March 2022, with nine students from Deakin University on the Sustainability Reporting topic.

- **AlphaZULU Advocates, the UK**

CSSA has signed an MOU with UK-based AlphaZULU Advocates working in the area of promoting awareness concerning SDGs.

CSSA is helping them with a book project that would be released soon. CSSA is also supporting their initiative SDG Nugget Hour, a virtual platform where international speakers provide their inputs on chosen SDGs. Each speaker gets exactly 1 minute to speak on the selected SDGs.

- **Rise Project**

CESD is working on an international project, Responsibility, and Innovation via Social and Sustainable Entrepreneurship (RISE) funded by Finnish National Agency, EDUFI. The objective of this Project is to co-develop a curriculum for partner Higher Education Institutions (HEIs) for capacity building in the field of social and sustainable entrepreneurship. The Project aims to identify specific training and capacity-building needs in this field in the partnering countries. Rise project is led by the LAB University of Applied Sciences (LAB UAS), Finland and the partnering institutions are from Finland,



Denmark, Belgium, and India. At present, the team is working on designing a survey that aims at understanding the richness of different views, interpretations, and experiences about social and sustainable entrepreneurship. The Survey is expected to help understand and map the current situation and recognize gaps to be addressed, especially in education, training, and skills to improve social and sustainable entrepreneurship in India.

- **Network for Business Sustainability- Community for Sustainable Centres**

The Network for Business Sustainability (NBS) is a Canada-based network involved in advancing sustainable development to assure prosperity for all, today and into the future. By integrating academic research with practical experience, NBS members are mobilizing businesses to contribute to thriving communities and ecosystems. More than 35,000 business leaders, researchers, and students from around the world contribute to and follow their work. Within NBS, CSSA and CESD are members of the Sustainability Centres Community (SCC). SCC is an engaged, virtual community of more than 170 sustainability centres worldwide. Centre leaders share best practices and support one another through virtual collaboration and in-person events. Both the centre chairs Prof. Divya Singhal and Prof Arpita Amarnani has participated in their events.

- **Social Emotional and Ethical (SEE) Learning, SEE Learning India and Emory University Atlanta**

CSSA has been entrusted to take SEE Learning curriculum launched by Emory University among Goan Schools. In this regard, with the help of Prof. Padhmanabhan V, CSSA conducted 3 different orientation sessions for Govt High School, Morlem, Sattari, Goa, Vivekanand Dnyan Mandir High School, Keri, Sattari Taluka and a session for various govt teachers in Goa through GIPARD. Prof. Padhmanabhan led sessions in Keri and Mollem Schools. Prof. Divya Singhal conducted SEE Learning session for Mahila Jan Adhikar Samiti, Ajmer-based NGOs volunteers, and was also invited by MNIT, Jaipur to lead a session for their students. Both these faculty members have completed the L1 Facilitator Training by the Emory University and SEE Learning India team. The 160 hours of training was commenced in September 2020 and concluded by May 2021. This facilitator training was conducted by SEE Learning India Team in collaboration with the Centre for Contemplative Science and Compassion-Based Ethics at Emory University.

Currently, the team is in conversation with various schools in Goa to orient them about SEE Learning Curriculum.

- **Engagement with PRME**

GIM has been actively participating in PRME activities. Prof. Ajit Parulekar Director, GIM has been inducted into the PRME Board in 2022. Prof. Divya Singhal was inducted as a member SIP Impact Board Sub-committee in 2021. She was also awarded PRME runner

up award in 2021. GIM student Yash Shukla has been selected as PGS coordinator for Asia region.

Prof. Divya Singhal offered her services as co-trainer with Prof. Petra for Carbon Literacy Training hosted by PRME in 2020-21.

GIM faculty participated in PRME India chapter event that was conducted on 10th December 2021. The event comprised of various online activities such as Panel Discussion, Discussion on Positive Impact Rating, 3 students from Samarthan, the CSR club of GIM had participated in this event and represented GIM. They ensured active participation in the students' forum and suggested ways in which we can effectively implement SDGs on a student level.



As an active member of the PRME, GIM has been selected as the regional hub for the Western region. We would be engaged in the regional activities in the Western region of India including organizing regional meets and also onboarding new members in the region.

#### *Impact GIM has been able to create through our partnerships*

Through the collaborations and partnerships, GIM has been able to create a positive impact on students, faculty, and staff members. In the partnerships where we have created the long term and short-term impact, as an institute, we have been able to influence their behavior or we have given the stakeholders a thought to ponder upon; in short, we have nudged our GIM community to align their thoughts, activities and behavior towards the achievement of the 2030 Agenda.

The below-given table shows the impact our partnerships have created in the years 2020, 2021 and 2022

<b>Organisations/ Institutions</b>	<b>Initiative</b>	<b>Impact</b>	<b>SDGs Targetted</b>	<b>Impact Indicator</b>
Fowler Center for Business as an Agent of World Benefit at the Weatherhead School of Management - Case Western Reserve University	AIM2Flourish is a unique collaboration where the students have the opportunity to connect with the business innovators using Appreciative Inquiry to celebrate	Students are able to apply their business acumen skills and research skills keeping in mind the larger UN Global Goals. They are	 (Other SDGs based on the projects)	
Commitments Accelerator for Plastic Pollution(CAPP), Ocean Recovery Alliance, Indian Plastics Institute (IPI)	Make the Case – Season 1 & Season 2 is a competition where student teams gets an opportunity to identify and showcase High-Impact Plastic Waste Reduction initiatives.	The students are able to showcase and highlight good initiatives on reducing plastic waste, thereby learning more on	    	
The Systems and Consulting Club, GIM with support from CSRN, UK	Engagement with NGOs for creating Social Impact. 3 student groups from GIM (with 3 students in each group) worked on social impact projects with reputed national level NGOs of India - HumanQind, Ekal Yuva, and Why Waste.	The students were able to learn more on social impact and its importance. As future managers they were able to understand ways in which companies can operate in a sustainable manner. This	 (All other SDGs based on the activities)	
Ultimate Global Podcast	CSAA and Ultimate Global Podcast collaboratively delivered podcasts on SDGs, ESG reporting, Business & Human Rights, Equity, Inclusion, and Compassion	The initiative leads to awareness creation on various sustainability and socially relevant topics such as ESG reporting, Business & Human Rights, Equity, Inclusion, and		
Delhi Government's mentorship program - Desh ka Mentor	Students of GIM, mentor the youth in their studies and careers for a specific period of time.	Initiative helps students of GIM in developing their mentoring, teaching and communication skills. This program impacts the young children and helps them in their professional and educational	   	
United Nations Association of Australia (UNAA)-Victoria office	Students of GIM, including three from PGDM and one from HCM programs were provided an opportunity to work on Circular Economy with the UNAA - Victoria. The final presentations was in the form of a Model United Nations (MUN) and final reports had to be submitted on the topic along with a	This initiative helped the students in understanding more about the Circular Economy and the different ways in which it is implemented in four different countries. This has helped in sharpening their research,	    	
Deakin University Australia	<u>Two students from Deakin had done their internships with CSSA on Data Visualization for creating a dashboard for CSSA</u>  Currently, CSSA is working with ten students; they are working on Sustainability Reporting.	This partnership leads to utilising their multi disciplinary skills and knowledge to learn more about SDGs , Reporting and use of Visualisation for communicating the social impact we have been able to create.		
AlphaZULU Advocates, the UK	Every month CSSA in collaboration with the AlphaZULU Advocates, organises SDG Nugget Hour where each speaker represents an SDG and is given 1 minute to speak on the	This initiative continued to create awareness on the importance of Sustainable Development Goals (SDGs). This also		
Finnish National Agency, EDUFI	. Rise project is led by the LAB University of Applied Sciences (LAB UAS), Finland and the partnering institutions are from Finland, Denmark, Belgium, and India. At present, the team is working on designing a survey that aims at understanding the richness of	This initiative leads to better capacity building and knowledge dissemination in the areas of social and sustainable entrepreneurship in India	  	
Sustainability Centres Community	SCC shares evidence-based sustainability guidance for business leaders to think ahead. Together, members of NBS envision a world in which business activity helps communities flourish within	This leads to better opportunities and the generation of ideas in sustainable business areas.	 (All other SDGs based on the activities)	
Engagement with PRME	GIM works actively in the space of PRME and the activities, events, conferences etc are in alignment with the ethos of the principles of PRME	Engagement with PRME ensures our students, employees and our activities are guided by the corporate sustainability mindset.	 (All other SDGs based on the activities)	

## Principle 6: DIALOGUE

### Principle 6 | Dialogue

"We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical global social responsibility and sustainability issues."

GIM believes in the power of healthy discussions, debates, and conversations. As an institute committed to sustainability and responsibility, we encourage meetings, conferences, events, and arguments in facilitating the same.

Let us take you through some of the initiatives undertaken at GIM.

### PRME Related extra-curricular activities and student organizations at GIM

#### 1. Samarthan

Samarthan is the CSR club of GIM and manages and coordinates the institute's CSR programs. The club organizes events to promote the spirit of community & social well-being by promoting SDG awareness by collaborating with multiple stakeholders. It also strives to promote SDG awareness by collaborating with various stakeholders. Through Samarthan we can impact the institute's culture and the community/stakeholder where Samarthan works.



*Activities initiated by Samarthan in the year 2020- 2021*

- **Daan Utsav**

Daan Utsav is India's biggest festival of 'Giving,' during which people come together and perform acts of kindness by giving their time, materials, and money. Samarthan pledges to contribute to Daan Utsav by helping various social organizations.

*Impact -* Created awareness among the students about the life of medically challenged and underprivileged children and how life is outside the boundaries of comfort. It also helped in understanding the working of an NGO.

- **Letter Earthlings**

With an objective to bring a smile to the faces of those going through a challenging phase in their lives, 'Letter Earthlings' witnessed an en masse of GIM students turning up to write heartfelt messages to the grief-stricken souls.

*Impact -* Made students realize what depression is and created awareness about the same. Counselor Sulata Lotilkar spoke about mental understanding and ways to tackle it, made the recipients know they are not alone, and wrote a heartfelt message to bring smiles to their faces.

- **Parivartan**

Parivartan is a national-level CSR competition organized in association with Samriddhi Competition, and the theme was to provide sustainable packaging solutions.

*Impact* - crafted various ways in which sustainable packaging can be done and implemented from scratch so that e-commerce websites and logistic companies can use the same.

- **Make A Wish**

A tree was decorated with the wishes of children from underprivileged sections. This event was organized on/around Children's Day to fulfill the desires of disadvantaged kids. Team Samarthan invited the students of GIM to be part of our 'Make A Wish' event.

*Impact* - Fulfilled the wishes of the children of ELShaddai and thereby made them happy.

*Activities initiated by Samarthan in the year 2021- 2022*

- **Daan Utsav - Wild Goose Chase**

Samarthan organized the Wild Goose Chase on 8th October 2021. It was a fun-filled event wherein participating teams had to run around the campus completing various tasks such as clicking selfies and singing songs. The proceeds from the event were donated to Saurabh Kammar, a social worker from Karnataka who helps stray, injured, and distressed animals and birds. He runs a small rehabilitation center for these animals and birds.

*Impact* – The team was able to create awareness of animal welfare. By helping the rehabilitation center, indirectly, we are helping balance the ecosystem of which these animals are a huge part.

- **Melior**

Samarthan, on 10th December 2021 – along with Mecca – the Marketing Club, organized Melior – a national level case study competition in collaboration with Samriddhi – the Flagship event of GIM. The problem statement given to the participants was unique as it tested both marketing strategy formulation and sustainability and socially responsible selling skills of the participants. The event was a huge success. It garnered entries from leading MBA colleges in India; the colleges included IIM Bangalore, IIM Indore, SIBM Pune, NITIE Mumbai, MDI Gurgaon, IIFT Delhi, and SCCMHRD, to name a few. The event was held during Samriddhi 2021 and prizeworth Rs. Fifty thousand were distributed to the winners.

*Impact:* Created awareness of the importance of sustainability and social responsibility. This event also helps in strategizing business for social good.

- **Gift Distribution to orphans of El-Shaddai**

Samarthan celebrated Christmas with the orphans of El-Shaddai, an orphanage in North Goa. We distributed Christmas gifts to around 30 orphans between the age group of 6-and 10.

*Impact:* This activity helps create a sense of responsibility in the students of GIM and the orphans.

- **NABARD Project**

Surveyed to understand the behavior of school and college-going girls towards sanitary napkins. NABARD collaborated with GIM on this research project to know why the sales of cheap sanitary napkins are less despite subsidized rates. The target population was poor women/girls of the state of Goa.

*Impact:* Creating awareness of sanitary health and understanding the sanitary napkins market.

- **Make A Wish**

On 1st March 2022, Samarthan organized its Flagship event, Make A Wish. In this event, students of GIM donated money to buy gifts for deaf-blind children of Caritas, Goa. Caritas is an NGO that works towards providing comprehensive services and a better life for deaf-blind children. The event was a huge success as we distributed gifts to around 120 children in the age group of 6-16 from the NGO. The team visited the NGO on 25th March 2022 to distribute the gifts.

*Impact:* Nurturing the growth of socially responsible and inclusive future managers, by ensuring that they do not leave anyone behind.

## **Conferences, Forums, Workshops, and other events related to sustainability and social responsibility**

### **1. PRME activities**

UNPRME India Chapter meet was virtually held on 10th December 2021 by SPJIMR, Mumbai. Prof. Ajit Parulekar was invited as a panellist on Deans Dialogue on “Partnering to build sustainable futures: Knowledge, community and learning”, moderated by Prof. Mette Morsing- Chair, PRME.

CSSA Chairperson Prof. Divya Singhal was a panellist for a session on “Issues related to PRME India chapter” along with Prof. Chandrika Parmar, SPJIMR, Mumbai, and Ms. Sophie Kacki, UN PRME, New York.

Prof Divya also attended the Global Chapter Forum (GCF), wherein members from PRME Regional Chapters, their Steering Committees, and Chapter members were taking part in the PRME Chapter Growth & Governance Session.

Through these meetings, we are engaged in creating awareness of different sustainability issues and facilitating a collaborative effort to achieve the Agenda 2030. It is only through discussions, that as an institute we are able to measure our success and come up with innovative ideas to improve our institute and its culture as a whole.

## 2. **Virtual Colloquium on Driving 2030 Agenda:** Research for Societal and Business Sustainability

CSSA organized a virtual colloquium on the topic 'Driving 2030 Agenda: Research for Societal and Business Sustainability on 18<sup>th</sup> and 20<sup>th</sup> November. The main objective of the colloquium was to:

- Highlight current research trends on SDGs with regard to the management discipline and discuss ways to conduct high impact research on SDGs;
- Provide interdisciplinary networking opportunities and open up possibilities for collaboration and integrated research initiatives;
- Promote sustainability-oriented research that is relevant to academia and the industry.

The first session of the colloquium had four presentations by national and international doctoral students and faculty members working on the areas of Sustainable Development and management. This session announced one best paper award.

The Second Session was a panel discussion and was jointly hosted by GIM and North-South University, Dhaka on Research and Consulting opportunities in the area of Sustainable Development. The session was divided into the three following dimensions.

- Importance of Research on SDGs
- New Research Areas in SDGs
- Funding Opportunities in SDG Research

The third session was Panel Discussion on Driving the 2030 Agenda through Impact Research and was jointly Co-hosted by UNPRME, India Chapter.

The closing session was a Fire-side Chat with the Editors from the Journal of Management Education. The Editors briefed the participants on the history, and objectives of the Journal of Management Education.

To know more about the Virtual Colloquium in detail, request to click on the link provided below:

<https://bit.ly/3xoinG5>

### **3. International Conference on the State of Employment in India: Problems and Prospects**

The Centre for Public Policy and Governance, of the Goa Institute of Management, invites scholars to submit and present research papers at the conference. The Conference is planned to be held at the Sanquelim Campus of the Goa Institute of Management, Goa, India. It is decided to be conducted on May 10<sup>th</sup> and 11<sup>th</sup> on the GIM campus.

This conference would cover the trends and issues on various aspects of the labor market, the employment generation processes, and the conditions of labor besides explanations and comparative studies. It would also cover the policies, programs, and governance initiatives, and reforms required for healthy growth of employment, and improvements in life and the workplace conditions of labor.

The themes of the conference are as follows:

- Economic growth and employment generation: Unemployment. Disguised employment. Labour force. COVID and employment. Government initiatives in the manufacturing sector and in the labour market. Growth of sectors and regions and of employment. Trends and patterns of cross-country experiences in employment.
- Structure of employment and labor market: Worker migrations. Demographics of labor and the issues relating to "Demographic Dividend", skilling, and informalization of the labor force. Newer forms of labour engagement, home-workers, gig workers. Technological change and implications for labour. Labour laws. Unionisation. Bargaining and negotiations. Contractual forms Entrepreneurship and labour. Domestic labour.
- Social Issues in Labour: Female labor force participation. Child labor. Caste in labor segmentation. Residual unfree labor. Forms of control. Shop floor practices. Discrimination in employment. Occupational health and safety measures. Working conditions. Workplace pollution. Living conditions.

### **Social Impact Series**

As part of its initiative on Social Impact Series - CSSA interviewed GIM alumni working as corporate leaders, and who are doing exemplary work in the sphere of sustainability, inclusivity, and social impact. The interviews were taken in the year 2021. The objective of the SDG talk was to interact with the Alumni who are active in social entrepreneurship, community activities and volunteering activities.

**Miriam Koshy:** Covid Outreach Goa (COG) Prof Divya Singhal (Chairperson CSSA - GIM) in conversation with Ms. Miriam Koshy Sukhija (Batch 2002) who founded a group called Covid outreach Goa (COG) which helped 6000 migrants during the lockdown, if each one of us shows our bit we can defiantly win this.

Please click on the link below to hear her story. [Miriam Koshy](#)

**Abhishek Sinha** : “No one staves under our watch” Prof Divya Singhal (Chairperson CSSA – GIM) in conversation with Mr. Abhishek Sinha (Batch 2006) who speaks about his experience along with Glenwood Gardens Flat owners Association on what inspired him with his motto “No one goes hungry under our watch”. He helped to limit the suffering and protected the vulnerable.



Please click on the link below to hear his story. [Abhishek Sinha](#)

**Nishadh Amonkar** : COVIDAV Breaking the stigma: Mental Health matters Prof Divya Singhal (Chairperson CSSA – GIM) in conversation with Mr. Nishadh Amonkar who along with his wife Dr. Akshada Amonkar launched COVIDAV and how they worked towards breaking and combatting this taboo on mental health issues. Dr. Akshada is a psychiatrist and has come across many patients who needed that friend whom they could connect with after launching the platform.

Please click below to hear the story. [Nishadh Amonkar](#)

**Simran Oberoi**: Baking the World a better place, Prof Sreerupa Sengupta (Member – CSSA GIM) in conversation with Ms. Simran Oberoi Multani (Batch 2003) who has reached out to the community and has members in 15 different countries to help old age homes, animal shelters, empowering abused and trafficked children and reaching out to rural areas and teaching them the skill of baking, she also mentions to having to be resilient no matter what the challenges are, if you are passionate about it you will definitely make that journey.



Please click below to hear her story. [Simran Oberoi](#)

**Thomas Thockchom** : Impacting Livelihoods during the Pandemic , Prof Divya Singhal (Chairperson CSSA – GIM) in conversation with Mr.Thomas Thokchom (Batch 2013)Deputy Superintendent of Police Manipur a frontline worker who tried to contain people who were returning home from different states, which included transferring them from any arrival state entry point (Air , rail ,road etc) to hotel quarantine centres in Manipur .



Please click on the link below to hear his story [Thomas Thockchom](#)

**Hardik Sojitra** : GIM Covid Support Group , Prof Sreerupa Sengupta (Member – CSSA GIM) in conversation with Mr. Hardik Sojitra (Alumni – GIM) who launched the GIM Covid Support Group, and has done very good humanitarian work during peak of the Pandemic that assists distressed callers by mobilising resources like Oxygen ,beds ,Plasma etc.

Please click on the link below to hear his story [Hardik Sojitra](#)

**Arunabha Bhattacharya**: Social Impact Activist Prof. Divya Singhal had conversation with Arunabha Bhattacharya, GIM alumnus, Batch of 2006 who has been consistently doing commendable work in the social space and striving to make a difference. The talk was recorded in Sep 2021.

Please click on the link below to hear his story [Arunabha Bhattacharya](#)

### Invited lectures

- Centre Chairperson Dr. Divya Singhal was invited to be a speaker at the United Nations Target Gender Equality event on 16th March 2021. She spoke on the EnGendering Development: Roles, Efforts & Challenges. She presented global and India specific data and shared her views on role of business schools in advancing SDG5. The session was part of UN-PRME talks.
- CSSA members participated in UN Global Compact Annual Forum and UN Principles for Responsible Management global forum from 15-17 June 2021. Prof. Divya Singhal was also invited as a panellist on Day 1 of the 2021 virtual PRME Global Forum held in June for a conversation on student agency, educational systems that enable activism , and how it can enable change makers today. The topic was “Students as Activist: Do we really hear the student voice?
- CSSA member Prof Sreerupa Sengupta interacted with Students from Sunshine school in Class 5 in December 2020. The purpose was nurture sustainable mindsets –

raise awareness about SDGs, how students can contribute to SDGs, and ways in which students from GIM are taking action on SDGs.

- CSSA member Prof. Sreerupa Sengupta was invited as a speaker at Giving Economy Changemakers (GEC) Conference. The conference was held in December 2020. Professor Sreerupa shared the work of CSSA in the area of SDGs. She spoke about nurturing students as Sustainability Associates through innovative pedagogy (E.g. Give Goa and Samarthan's SDG Campaign). Prof. Divya Singhal was part of GEC Awards jury team.
- Centre Chairperson Prof. Divya Singhal was invited by United Nations the South – South Entrepreneurship Academy's Business Plan Competition 2021 and 2022.
- Centre Chairperson Prof. Divya Singhal was invited by CII Western Region, Mumbai to moderate a session on Responsible and Resilient Pedagogy during Covid 19.



## Participation in panel discussions, workshops etc

- CSSA Chairperson Prof. Divya Singhal, CSSA staff Ms. Kay and 11 students from GIM participated in the consultation hosted by Goa Livelihoods Forum (GLF) around Sustainable Development Goals and role of civil society, media. It was hosted online on 27 June 2021. On this occasion Prof. Singhal presented the data from the latest SDG report published by NITI Ayog and shared the Goa specific data. She also pointed out another report on Innovation shows Goa performing good on many indicators but at the same time parameter 'knowledge diffusion' needs immediate attention and this will also help the state improve the SDG 9 performance.
- CSSA members attended the International Conference on 8th Annual India & Sustainability Standards on "Sustainability Education in B-Schools". Hosted by Centre for Responsible Business on 29<sup>th</sup> October 2021. Director Prof. Ajit Parulekar was a panellist in the session.
- CSSA member, Ms. Kay Gomes attended a session hosted by Asian Development Bank on SDG Impact: New Approaches to Measurement and Alignment to help change our perspective of Sustainable development & provided actionable insights and solutions to help individuals on their path to greater sustainability. The session was organized for 2 December 2021. She also participated in a session on 6 December 2021 hosted by, Emeritus Community Events titled 'Today in Sustainability: Overlooked opportunities in a Circular Economy'.
- CSSA member, Ms. Kay Gomes attended another session hosted by Sapienza Università di Roma on Policies and actions in Gender Equality comparing universities' experiences on 17 December 2021. The webinar aimed at analyzing the process of gender equality as Universities play a strategical role with their research and teaching activities

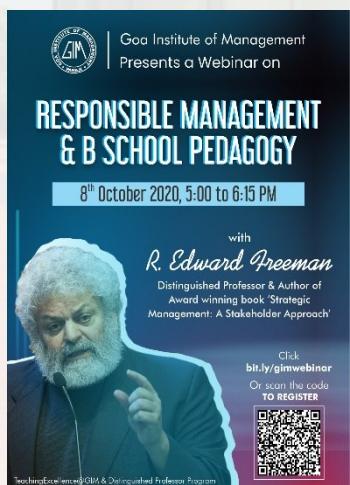
as a cultural mission for society with solutions to help individuals on their path to greater sustainability.

- CSSA members attended the TED Countdown 3.0 session hosted by TEDXPlattsburg where CSSA Chairperson Prof Divya contributed to a discussion around the role of Women Entrepreneurs in Sustainability in January 2022 and Feb 2022
- CSSA Members celebrated Women's day 2022 by organising a mini-event on all Social Media handles under CSSA, the event was on # Breakthebias by asking all to share in the comment section how they were Breaking the Bias, some GIM staff and student member also contributed to the same as a start.
- CSSA staff Ms. Kay participated in the 5<sup>th</sup> Gender Equality Summit (GES) 2022, Webinar on " Target 2030: Towards a Gender-Responsive Climate Commitment " hosted by UN GCNI, on 10<sup>th</sup> and 11<sup>th</sup> March 2022

## Distinguished Professors Interactions during 2020-22

Prof Arun Pereira	MIT Fellow at Asian School of Business, Malaysia
Prof Jeffrey Hammer	Princeton University
Prof Edward Freeman	Darden University, Virginia
Prof Tima Bansal	Ivey Business School
Prof Rajgopal Raghunathan	McCombs School of Business
Prof Naresh K. Malhotra	Scheller College of Business

### Prof R. Edward Freeman



Date(s) of visit/engagement: October 7, 2020 Virtual

An interactive session was held with Stakeholder Theory Guru Prof. R Edward Freeman under the Distinguished Professor Program. During the session, Prof. Freeman shared his perspective on Responsible Business Research with the faculty members. A public lecture was also hosted on 8<sup>th</sup> October coordinated by TEF at GIM.

Prof. Freeman is University Professor and Olsson Professor of Business Administration, and an academic director of the Institute for Business in Society at University of Virginia Darden School of Business.

## **Prof Tima Bansal**

**Date(s) of visit/engagement: September 14, 2020 Virtual**

An interactive session was held with the sustainability expert and Professor of Strategy at the Ivey Business School Prof. Tima Bansal. Prof. Bansal said that we need to recognize the complexity of the world. She said that innovation can serve as a solution. She also said that we need to promote different way of thinking that understand resiliency, understanding system and understand social system. She said that this is India's time to thrive from a research point of view and guide the world by offering new ways of seeing.



Prof. Bansal is also affiliated with the University of Cambridge, MIT, and Monash University and chairs the Canadian Council of Academies Expert Panel on the Circular Economy, she sits on the Board of the Academy of Management and United Nation's Principles for Responsible Management Education (UN PRME).

During the session, Prof. Bansal shared her perspective on Business Sustainability: Research, Impact and Teaching with the faculty members

In 2022, GIM extended Distinguished professor Programme and invited two eminent Music Personalities as Visiting Scholars Ms. Shubha Mudgal and Dr. Aneesh Pradhan. Both had two interactions so far virtually with Faculty and students. In August 2022, they will be visiting GIM for a week where joint research, workshops, etc will be explored

This engagement is in line with the institute's belief that if we need to create responsible future leaders, we need to provide our graduates with an opportunity to be more compassionate so that they start seeing things from an empathy lens.

Ms. Shubha Mudgal has vast experience in Hindustani Classical music. She is the recipient of numerous times awards, including the Padma Shri from the Government of India in the year 2000. She was a member of the Central Advisory Board of Education constituted by the Government of India and was also Nana Shirgaokar Visiting Research Professor for traditional music at Goa University.

Dr. Aneesh Pradhan is India's leading Tabla Player and the recipient of several awards. His teaching assignments in the past include stints as artist-in-residence at the University of New England, Australia, and as guest lecturer at the Music Department, University of Mumbai. He was Senior Research Fellow at the Department of Music, Media and Cultural

Studies, Macquarie University, Australia, and was Adjunct Research Fellow at the India Research Centre, Macquarie University, Australia.



# Goa Institute of Management

Distinguished Visiting Scholar Program  
Lyrics(Music) and Management Elective Course

Session  
On  
**Music and Social and Political Change**  
with  
**Ms. Shubha Mudgal**  
&  
**Dr. Aneesh Pradhan**

11 February 2022



**"SAMRIDDHI"- Carrying forward its legacy of 13 years, Samriddhi - The annual business symposium and flagship event of Goa Institute of Management, was conducted at an international level for the year 2020-21. With all the changes that covid has brought, institute decided to redesign Samriddhi and provide a virtual platform for individuals to reinvent strategies at an international level. This international virtual event was initiated with an interactive session by Mr Anil Swarup, former IAS, and author of 'Ethical Dilemmas of a Civil Servant' and 'Not Just A Civil Servant'. According to him, "With good communication skills, find the right way to say the right things and everything will fall in place." He further elucidated various dimensions of his talk with several real-life anecdotes that he had come across during his tenure. Dr C J Palmer, Founder and CEO, Sustainable mPact & Sustainable Soundtracks spoke on 'The role of performing arts and a creative mindset. Ms Carolyn Parrs, CEO, Mind Over Markets, was also invited to share her viewpoints on the topic 'Telling Your Sustainable Story'. Ms Parrs started the session by showing some statistical data on the environmental changes. She then went on to show a correlation between the environmental changes, and the changing priorities of the millennials.**



Ms Carolyn also highlighted pointers for effective marketing. She elucidated on having a controlled idea in the message, and to lead with what is important to the customer, while interacting with the audience answering their queries on the same.



Below given is the impact table for the activities undertaken by GIM in facilitating Dialogue

Activities	Impact	SDGs Targetted	Impact Indicator
Samarthan	Encouraging collaborative efforts by students and other stakeholders in making an impact on the society.	All the SDGs based on the individual activities	● ● ●
UNPRME India Chapter	Facilitating the collaborative effort in achieving Agenda 2030	17 SDGs	●
Virtual Colloquium on Driving 2030 Agenda: Research for Societal and Business Sustainability	Creating awareness of the importance of impactful research in the areas of Sustainability and SDGs	6, 8, 9, 13, 17 SDGs	● ●
International Conference on the State of Employment in India: Problems and Prospects	Creating awareness in the impactful research areas of employment and labor in India	6, 8, 9, 13, 17 SDGs	● ●
SDG Dashboard	Facilitating the measurement of progress on SDGs and other sustainability activities in GIM	17 SDGs	● ● ●
Social Impact Series	To amplify and appreciate the impactful work done by GIM alumni in the areas of sustainability and social impact. This activity leads to encouraging the current students of GIM to work towards social, economic and environmental upliftment	17 SDGs	● ●
Invited Lectures	Through the lectures, discussions are promoted in the areas of business for social good, sustainability, social responsibility and SDGs. This would create awareness in the society	17 SDGs	● ●
Participation in panels, workshops, etc			
Distinguished Professors	Creating responsible future managers who are equipped with the necessary skills but at the same time is empathetic and compassionate.	17 SDGs	● ●
SAMMRIDHI	This is a platform that allows aspiring leaders to showcase their talents. It nurtures teamwork, business acumen, managerial skills and sustainability expertise	17 SDGs	● ● ●

## **Linking with Past SIP and Future Directions**

In our last report (2018-20), we communicated that we will strengthen our approach to create socially responsible managers by –

- a. Inviting people who are involved in implementing sustainability initiatives at their respective companies /organisations
- b. Encourage faculty members to take up research in these areas

We are happy that in the last two years, we have made significant progress in these two parameters. We have initiated the Distinguished Professor/Visiting Scholar programme and invited people who have been involved in sustainability work. We have made a conscious attempt to invite industry professionals as part of various courses and as part of various students club activities who have been involved in sustainability implementation.

Compare to our previous report, in the last two years, there is significant progress in sustainability research. Faculty members are encouraged to take up sustainability-related research and are constantly provided guidance to create an impact of their research beyond academia.

We also communicated that we would initiate building an active network with PRME signatories, UNGC (India), business enterprises and NGOs to facilitate dialogue and research in the area of sustainability and responsible management education. We have been successful in our efforts and have been able to expand our linkages with various entities. GIM has become a member of the United Nations Sustainable Development Solutions Network (UN SDSN) in 2020 and Global Business School Network (GBSN). Our faculty members are actively involved in PRME networks. During the last two years of the Pandemic, we have been able to build strong networks with national and international entities virtually and engaged in sustainability-related discussions.

The key objective for the next two years is to widen and build on the progress. Below section provides the strategic objectives related to responsible management for the year 2022-2024.

**Student Enrichment:** The institute will deliver a current and responsive curriculum; will foster an approach among students towards lifelong learning- [Program Learning Goals \(PLGs\) for each program to be aligned to the 4 key mission elements \(Agility, Responsible Management, Leadership & Cutting-edge business practices\).](#)

**Impact Research:** Promote and support research activities by creating an impactful portfolio of diversified intellectual contributions in applied, basic, and pedagogical scholarship- [Undertake at least 3 grand challenges \(societal & industry problems\) over the next 5 years.](#)

**Collaboration:** Facilitate collaboration with business and government on grand challenges that are of local, national and international importance- [Cultivate and nurture a network of deep partnerships between GIM Centers of Excellence on themes distinctive to each center and relevant to stakeholders](#)

**Responsibility:** Producing Business Leaders who are Socially Responsible, are cognizant of Issues Concerning Ethics, Climate Change and Sustainability- [Ensure larger diversity of students, faculty and staff and build a culture of inclusion in terms of gender, religion, region and economic status. Strengthen the institutional emphasis on ethical decision-making, and environmental & social sustainability.](#)



# ACKNOWLEDGEMENT

---

This report is prepared by Prof. Divya Singhal Professor and Chairperson, Centre For Social Sensitivity and Action (CSSA) & Ms. Keerthana P Girijan, Research Associate, CSSA with inputs from various students clubs, Director's office, CER, CESD and others. A massive thank you to CSSA team members and all colleagues across GIM who contributed to this report.

For any inquiries, please contact [cssa@gim.ac.in](mailto:cssa@gim.ac.in)

Design & Layout: Third Eye Technologies

Photos: GIM Archives and Sprockets

Published: April 2022

CSSA Members (In alphabetical order)

- Prof Anup Kumar Maurya (Member)
- Prof Divya Singhal (Chairperson)
- Ms. Kay Karen Gomes (Staff member)
- Ms. Keerthana P Girijan (Research Associate)
- Prof Prakash Singh (Member)
- Prof Sreerupa Sengupta (Member)

Centre For Social Sensitivity and Action (CSSA)  
Goa Institute of Management, GIM  
2022



## CONTACT US

### **Centre For Social Sensitivity and Action Goa Institute of Management**

Sanquelim Campus, Sattari Taluka, Goa- 403505

CSSA Email id: [cssa@gim.ac.in](mailto:cssa@gim.ac.in)