My Academic & Mentorship Experience at IIM Bodh Gaya

Learning, representing, mentoring and contributing beyond the classroom

> *"IIM Bodh Gaya taught me that learning is not limited to a classroom — it is built through people, perspectives and participation."*

ENTERING A NEW ENVIRONMENT

Joining IIM Bodh Gaya was one of the biggest transitions of my academic journey. Coming from a background where much of my learning had happened through my family business, entering a residential MBA programme exposed me to a completely different environment. For the first time, I was surrounded by people from diverse academic, professional and personal backgrounds, each bringing a different way of looking at a problem.

The experience pushed me outside my comfort zone. The academic curriculum, case discussions, group assignments and classroom interactions required me to communicate ideas clearly, listen to different perspectives and work with people who approached problems differently. Over time, this environment broadened my perspective and strengthened my communication, teamwork, problem-solving and decision-making abilities.

ACADEMIC & MENTORSHIP COMMITTEE

My most meaningful contribution beyond regular academics has been through my role in the Academic & Mentorship Committee. The role gave me an opportunity to contribute to the academic ecosystem of the programme while also acting as a bridge between students and faculty.

As a representative of the HR domain, I interacted with faculty members on academic matters and participated in discussions related to curriculum and academic policies. This experience helped me understand that academic leadership is not only about performing well individually; it is also about understanding the requirements of a larger student community and communicating those requirements responsibly.

One of the important responsibilities involved contributing to the elective-selection process. I was involved in the process through which students evaluated and selected four electives from a set of six options. The experience required understanding student interests, communicating relevant information and helping ensure that the process remained structured and transparent.

ACADEMIC COORDINATION & RESPONSIBILITY

The committee role also gave me exposure to academic coordination and academic-integrity related responsibilities, including supporting examination coordination. These responsibilities demanded attention to detail, reliability and sensitivity because even small communication gaps can create confusion for a large student group.

Working in this environment taught me to become more organised and accountable. I learned to communicate information accurately, coordinate with different stakeholders and understand the importance of maintaining fairness and academic integrity. More importantly, I learned that leadership often involves taking responsibility for processes that may not always be visible but are essential to the smooth functioning of an institution.

MENTORING PEERS AND JUNIORS

The mentorship component of my role has been equally important to me. I have supported peers and juniors by sharing academic perspectives, helping them navigate academic expectations and contributing to their preparation for interviews and group discussions.

Interview and GD preparation gave me an opportunity to convert my own learning into something useful for others. Rather than simply providing answers, I tried to help peers structure their thoughts, communicate with greater confidence and approach questions logically. This reinforced one of my strongest beliefs about learning: knowledge becomes more valuable when it can be shared.

Mentoring also taught me that different people need different kinds of support. Some students need clarity about the subject, some need help structuring their thoughts, while others primarily need confidence. Understanding that difference made me more patient, observant and conscious of the way I communicate.

LEARNING THROUGH PEER-TO-PEER INTERACTION

One of the defining features of my IIM Bodh Gaya experience has been peer-to-peer learning. The residential environment brought together students with different educational backgrounds, experiences and aspirations. Discussions outside the classroom were often as valuable as classroom sessions because they exposed me to perspectives that I would not have encountered in my earlier academic journey.

This environment changed the way I look at problems. I became more comfortable with the idea that there may be multiple valid approaches to the same situation. Instead of immediately defending my own perspective, I learned to listen, question assumptions and combine different viewpoints before reaching a conclusion.

FROM PARTICIPATION TO LEADERSHIP

My academic and mentorship responsibilities gradually changed my understanding of leadership. Earlier, I associated leadership mainly with taking charge. At IIM Bodh Gaya, I learned that leadership can also mean representation, coordination, facilitation and creating an environment where others can perform better.

Representing students before faculty required maturity and responsibility. Mentoring peers required patience and empathy. Academic coordination required discipline and attention to detail. Together, these experiences strengthened qualities that I want to carry into my professional career: ownership, learning, leadership and the ability to work effectively with different stakeholders.

HOW IIM BODH GAYA SHAPED MY PROFESSIONAL DIRECTION

My academic journey at IIM Bodh Gaya has been particularly valuable because it connected my earlier business exposure with a broader management perspective. My family business taught me how businesses operate at the ground level; IIM Bodh Gaya has helped me understand how to think about business problems more systematically.

The experience has also helped clarify my professional interests. I am particularly interested in marketing, brand management and product management, while remaining interested in roles that involve managing people and working closely with key stakeholders. The combination of classroom learning, committee responsibilities and mentorship has strengthened my confidence that I want a career where understanding people and creating business value come together.

THE PERSON I AM BECOMING

Looking back, my IIM Bodh Gaya experience is not defined by a single course, committee activity or achievement. It is defined by the change in the way I think. I entered the programme looking for personal growth and broader exposure; I am leaving with greater confidence in my ability to learn, communicate, collaborate and take ownership.

My role in academic coordination and mentorship has reinforced the kind of professional I want to become: observant enough to understand a situation, determined enough to act on it, mature enough to listen to different perspectives and visionary enough to think beyond the immediate problem. For me, the real value of

IIM Bodh Gaya lies in this transformation — from learning for myself to learning in a way that can create value for others.

EXPERIENCE AT A GLANCE

HR DOMAIN	4 / 6	ACADEMIC	PEER
Representation	**Elective selection**	**Coordination**	**Mentorship**
Faculty interaction	Academic decision support	Integrity & examinations	Interview & GD preparation