

The Institutional Strategic Perspective Plan at PIBM (Pune Institute of Business Management) has been meticulously crafted and successfully implemented over the years. This plan involves a holistic approach that incorporates feedback from recruiters and corporate panelists to shape the curriculum, delivery, and evaluation processes. The result has been the development of students with enhanced employability prospects, equipping them for managerial roles across various sectors and even enabling them to embark on entrepreneurial journeys. This article explores how PIBM has effectively executed this strategic plan and achieved its objectives.

Involvement of Recruiters and Corporate Panelists: One of the cornerstones of PIBM's strategic approach is the active involvement of recruiters and corporate panelists in the educational process. Their valuable insights and feedback have been instrumental in shaping the institute's programs. By taking their perspectives into account, PIBM has gained a competitive edge in preparing students for the job market.

Recognizing the Skills Gap: Through continuous interaction with recruiters and corporate experts, PIBM identified a skills gap in its course delivery and evaluation practices. While students were well-prepared for entry-level executive positions, they lacked the essential skills required for rewarding middle management roles. This recognition prompted the institute to take strategic action.

Domain Training Managers and Corporate Experts: To bridge the skills gap and enhance students' readiness for middle management roles, PIBM adopted a strategic shift. The institute appointed sector experts as Domain Training Managers and collaborated with corporate experts to provide specialized training to students. This move allowed students to benefit from real-world industry insights and practical knowledge.

Specialization Elective Modules: PIBM identified key sectors with high demand for skilled professionals and developed specialized elective modules. These modules are designed to provide students with sector-specific functional skills and practical exposure. This tailored approach has made graduates well-equipped for employment opportunities in their chosen sectors.

Strengthening Industry-Academic Connect: The strategic shift towards sector-specific training has not only benefited students but also fostered a strong industry-academic connect. PIBM's partnerships with corporate experts have deepened, leading to a more immersive learning experience for students.

Faculty Development: Recognizing the importance of application-oriented teaching, PIBM also invested in faculty development. Faculty members have been equipped with the skills and knowledge required to deliver content with a strong application focus, aligning their teaching methods with industry demands.

Improved Placement Performance: The implementation of the Institutional Strategic Perspective Plan has yielded tangible results. Students are now better prepared for managerial profiles, and as a result, the institute has witnessed a significant improvement in placement performance. Graduates are securing roles that align with their career aspirations.

Enhanced Placement Packages: Furthermore, the sustained implementation of the plan has led to an improvement in placement packages for successive batches of students. This demonstrates the effectiveness of PIBM's strategic approach in delivering value to both students and recruiters.

SCPS (Sector - Company - Product/Service): PIBM has been the pioneer in developing the SCPS© approach of training where SCPS© stands for Sector - Company - Product/Service aspect of learning any Management concept. With the SCPS© methodology, any topic which is taught is explained with real world application in various sectors, on different products or services of several companies which helps in clarifying that management strategies vary in different sectors for different products or services. Through our standardized pattern of SCPS© training, we check whether students are gaining only theoretical concepts or if they are also able to apply it in real-corporate life situations. SCPS© pedagogy is used on different sectors and products like – FMCG, Automobile, Retail, Consumer Durables, Banking & Financial Services, Real Estate, Infrastructure, IT & ITES, E-commerce

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Conclusion: In conclusion, the Institutional Strategic Perspective Plan at PIBM stands as a testament to the institute's commitment to excellence in education and industry relevance. By actively involving recruiters and corporate experts, identifying skills gaps, and implementing targeted strategies, PIBM has successfully prepared its students for managerial roles in various sectors. The institute's dedication to continuous improvement has resulted in improved placement outcomes and enhanced industry-academic collaboration. The PIBM experience exemplifies how a well-articulated and executed strategic plan can lead to significant positive outcomes for both students and the institution.



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PIBM Strategic Plan (2022-2027)

A report on stakeholders' feedback on draft strategy document

June 15, 2022

PIBM



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PIBM conducted surveys and interactive sessions for the stakeholders of the institute to seek feedback on the draft strategy document. It is hoped that the process of obtaining feedback will result in the involvement of relevant stakeholders in building the strategy document and plan for the institute. The survey was conducted in two phases. The first phase of feedback survey was before the release of the draft strategy document and the second phase was after the release of the draft document by the Director on 15th February 2022. The whole process of getting feedback started in December 2021 and ended in the month of February 2022. Key Learnings from Pandemic were incorporated into feedback. Key accomplishments of this process include the following:

- Online Survey open to all stakeholders (students, faculty, staff and alumni) to get feed- back on the draft strategy document
- Special department faculty meetings were hosted in most departments, to discuss the draft document
- Director's Open House with students
- Focus group discussion with the following group of the PIBM community:
 - Students, staff and faculty
 - Young faculty who joined the institute before June 2022
 - Interactive session with students and staff members
 - Student Exchange Programme Aspirants

Online survey was a web-based survey conducted using <https://docs.google.com/forms> for the external stakeholders, and _the internal stakeholders. A total of 319 responses were collected through an online survey. From a total of 319 respondents, 204 were students, 48 were faculty, 32 were staff and 35 were alumni. The questionnaire had both quantitative and open-ended questions. The survey included questions related to their association with PIBM and questions pertaining to the draft strategy document. Questions based on learnings & experiences during Covid Pandemic were also incorporated in the survey. Each of the stakeholders had a different survey tool asking specific questions. In the student survey, the questionnaire asked those currently enrolled under masters' degree about their academic and social engagement, and life in the campus. The faculty members were asked about their work and what they feel about additional responsibilities & extension work they carry out as a faculty and shared their views on the draft strategy document. The staff of the institute were asked about their work experience on different aspects of their jobs and their perceptions on the draft strategy document. The alumni survey instrument was designed to ask the former students about their life at PIBM as a student and their feedback on the draft strategy document. During the first phase of the survey the samples were randomly selected stakeholders of PIBM, the second phase was open to all and their identity was kept anonymous to get an honest response.

Table 1 Stakeholders' Response Rate

Stakeholder	No. Stakeholder	No. Responded	Response Rate
Student	804	204	25.37%
Faculty	75	48	64.00%
Staff	110	32	29.09 %
Alumni (2010-2022)	-	35	-

The feedback received from the above process was used in improving the strategy document and plan for the institute. A summary of both the web-based quantitative and qualitative (comments) feedback and highlights of the focus group discussion collected from students, faculty, staff and alumni of PIBM and the key findings is reported below.

The qualitative data has been compiled together and is available in this link: <https://forms.gle/nU8JwevQfLf8nwmW9>

1. Summary of Students' Feedback

A web-based survey (see Annexure 1) was administered to gauge overall student satisfaction with their quality of education, quality of campus facilities, availability of resources, student-faculty interaction and their perceptions on sustainability and infrastructure, personality development and ethical standard amongst students. It also assesses students' overall level of satisfaction with their experiences at PIBM.

1.1 Online survey-Student Response Rate

A total of 204 students responded. Figure 1.1 illustrates the total number of students who responded to the survey by the specialization they belong to. Out of a total of 204 respondents, 53% were from Marketing, 31% were from Finance, and 16% respondents were from the HR domain.

Figure 1.1 Student response rate, by specialization they belong to:

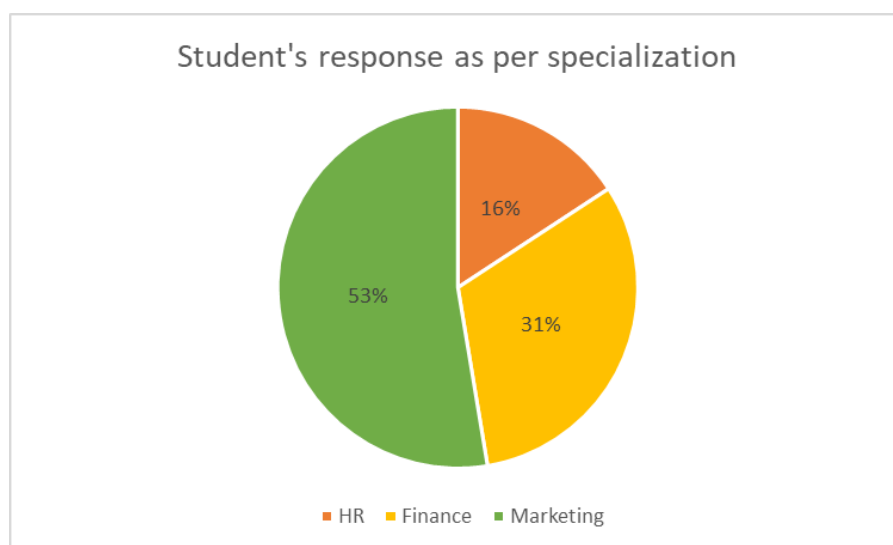


Fig 1.1

1.1 Students' Satisfaction

Student response rate, on overall satisfaction (Figure 1.1)

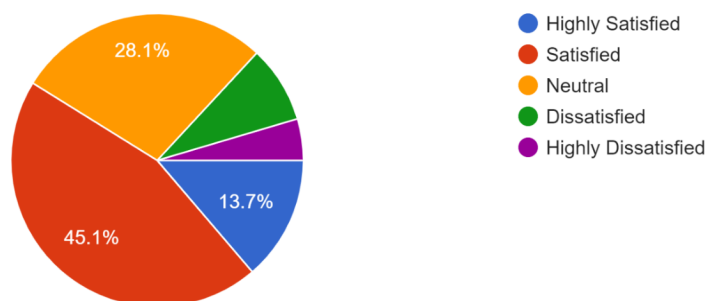


Fig 1.1

The survey questionnaire asked questions to the students to measure their overall satisfaction as a student at PIBM. The first question asked was "Satisfaction with the academic support services

provided by PIBM?”. It was measured on a five point scale.

Figure 1.1 illustrates responses which showed that **13.7% were highly satisfied**, **45 % were satisfied** and only **5% were not at all satisfied** with their experience at PIBM as a student.

1.2 Students' Educational Experience/ feedback

The survey posed the question "Is PIBM's curriculum in line with current industry trends and management practices?" Results indicated a positive view, with **22% responding as "Highly Aligned"** and **47% as "Aligned."** However, **2.9% expressed that the curriculum is "Misaligned."** These findings suggest a generally favorable perception of alignment, though the minority feedback underscores the need for ongoing assessment and adaptation.(Fig 1.2)

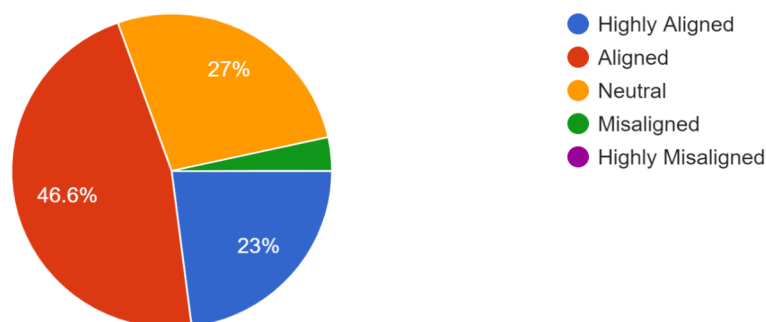
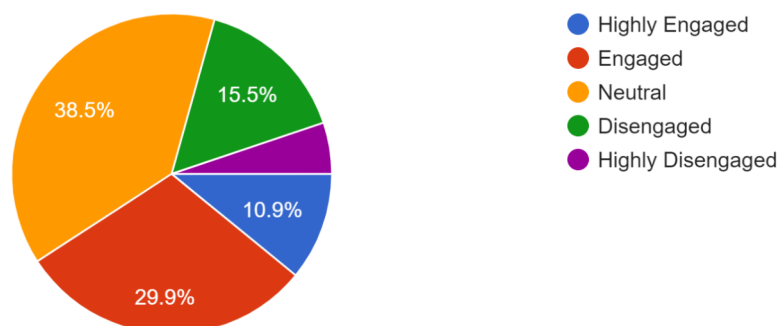


Fig 1.2

1.3 Extracurricular Activities

The third question in the survey addressed the level of student engagement in extracurricular activities and clubs at PIBM, with respondents providing insightful feedback. Notably, **11% of students reported being "Highly Engaged,"** indicating a substantial involvement in these activities. A majority of **30% expressed being "Engaged,"** reflecting a positive level of participation.

On the flip side, **5.2% of respondents admitted to being "Highly Disengaged."** This insight highlights a smaller percentage of students who may feel less connected or involved in extracurricular activities and clubs. (Fig 1.3)



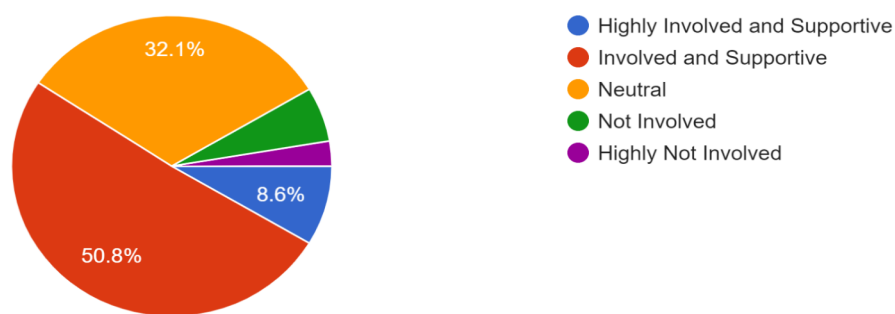
(Fig 1.3)

1.4 Environmental Sustainability Initiatives

The survey's fourth question, "Is PIBM involved in and supportive of environmental sustainability initiatives?" elicited responses that reflect a positive perception among the student body. Notably, **9% affirmed that the institution is 'Highly Involved and Supportive,'** indicating a commendable commitment to environmental sustainability.

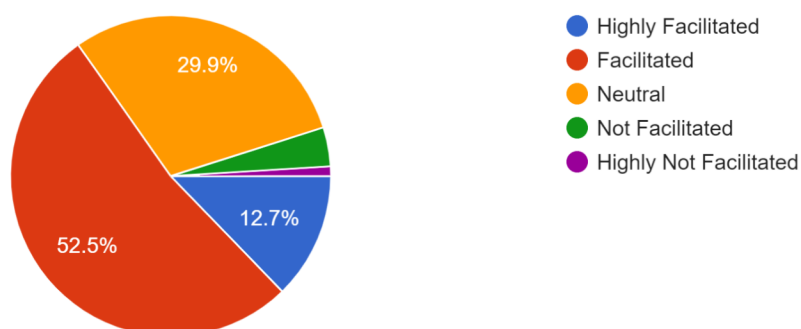
A significant majority of **51% expressed that PIBM is 'Involved and Supportive,'** showcasing widespread acknowledgment of the institution's efforts in this domain. However, it's worth noting that **3% held the view that PIBM is 'Not Involved,'** indicating a small percentage of students who perceive a lack of engagement in environmental sustainability initiatives.

The survey results highlight an overall positive perception of PIBM's involvement and support for environmental sustainability. While the majority of students recognize the institution's commitment, the feedback from a minority underscores the importance of continuous efforts to enhance environmental initiatives. (Fig 1.4)



(Fig 1.4)

1.5 Community Engagement at PIBM: Student Perspectives



(Fig 1.5)

The fifth survey question delved into the realm of community engagement projects and social impact initiatives facilitated by PIBM. Responses revealed a positive sentiment, with **12.7% stating that these initiatives are 'Highly Facilitated,'** emphasizing a commendable level of support for such projects.

A substantial majority of **53%** expressed that these initiatives are '**Facilitated**,' indicating widespread acknowledgment of PIBM's role in promoting community engagement. However, it's notable that **4%** reported that these initiatives are '**Not Facilitated**,' offering insights from a segment of students who perceive a need for improvement in this aspect.

The majority of students recognize PIBM's facilitation of community engagement and social impact projects, the feedback from a small percentage underscores the importance of continuous enhancements to ensure a robust and impactful community. (Fig 1.5)

1.6 Next Steps for Campus Living: Student Insights

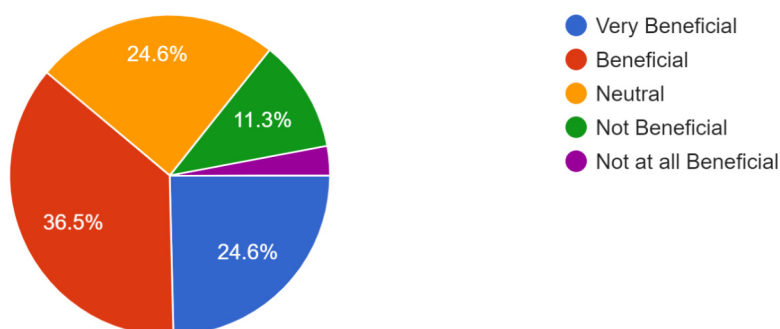


Fig 1.6

The survey's next question delved into the potential impact of an on-campus hostel on the overall college experience and convenience. Responses indicated a positive outlook, with **24.6%** considering it '**Very Beneficial**' and **36.5%** finding it '**Beneficial**.' This underscores the perceived importance of on-campus accommodation in enhancing students' overall college journey.

However, it's noteworthy that **11.3%** considered an on-campus hostel '**Not Beneficial**.' While a minority, this feedback sheds light on the diverse preferences and needs of students, suggesting the importance of considering alternative accommodation options.

The majority of students believe an on-campus hostel would positively impact their college experience, but the feedback from a portion highlights the need for a nuanced approach to meet varied preferences and convenience considerations.(Figure 1.6)

1.7 Smart Campus Perspectives: Shaping the Learning Experience

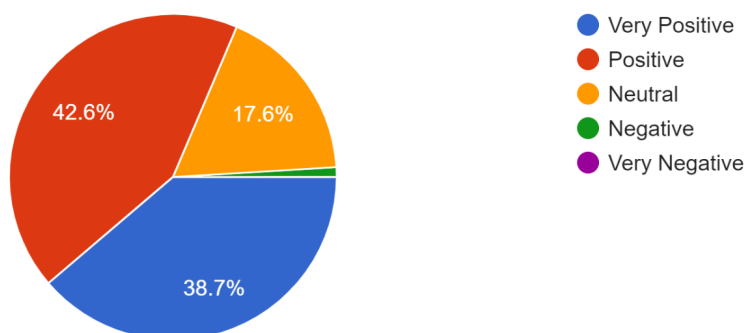


Fig 1.7

The next survey question explored students' sentiments about the concept of having a smart campus to

enhance their learning and overall college experience. Responses indicated a largely positive outlook, with **38.7% feeling 'Very Positive'** and **42.6% expressing a 'Positive' sentiment**. This overwhelming endorsement suggests a keen interest in leveraging technology for an enriched educational environment.

A notable **17.6% reported feeling 'Neutral,'** indicating a segment of students with a more reserved stance on the concept. This diversity in opinions underscores the importance of addressing individual preferences and concerns when implementing smart campus initiatives.

The majority of students welcome the idea of a smart campus for enhanced learning, but the presence of a neutral stance emphasizes the need for effective communication and customization to ensure broad acceptance and satisfaction.

1.8 Bridging the Gap: Training Alignment with Industry Needs

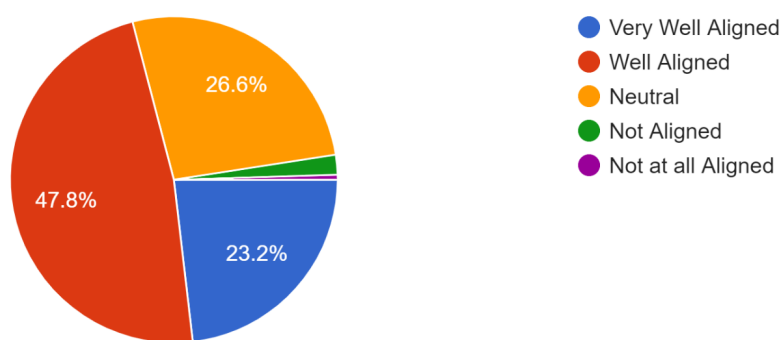


Fig 1.8

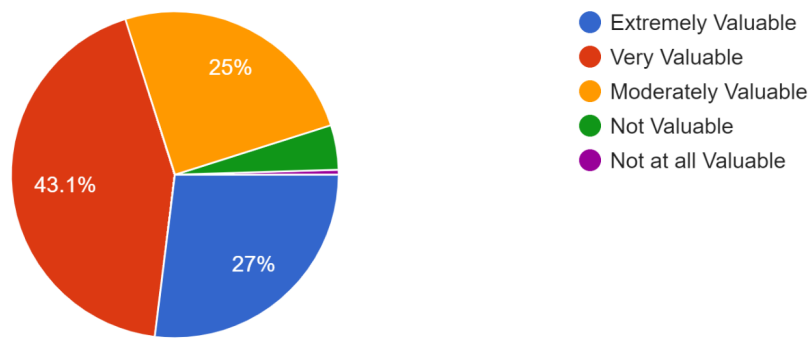
The next survey question probed students' perceptions regarding the alignment of job description-based training with industry requirements to prepare them for their future careers. Responses highlighted a positive perspective, with **23% stating the alignment is 'Very Well Aligned'** and **48% indicating it is 'Well Aligned.'** This majority endorsement underscores the effectiveness of the training approach in meeting industry expectations.(Figure 1.8)

However, it's worth noting that a small percentage, **2%, expressed the view that the training is 'Not Aligned.'** While this is a minority, it underscores the importance of ongoing evaluation and adjustments to ensure continuous alignment with dynamic industry requirements.

The survey results suggest a generally positive perception of the job description-based training aligning with industry needs, with a small percentage providing critical feedback that signals the need for continuous improvement in training programs.

1.9 Nurturing Growth: Evaluating the Mentoring Program

The next survey question focused on gauging the perceived value of the mentoring program in guiding and supporting students within the SCPS framework. Responses revealed a positive assessment, with **43% considering it 'Very Valuable'** and **27% deeming it 'Extremely Valuable.'** This collective endorsement underscores the program's effectiveness in fostering academic and professional growth.



(Figure 1.9)

A significant **25% reported a 'Moderately Valuable'** perception, indicating a balanced view. This diversity in responses highlights the need for ongoing program evaluation and potential adjustments to cater to individual preferences and needs.(Figure 1.9)

The majority of respondents find the mentoring program valuable, with a notable percentage expressing a moderate view. This feedback emphasizes the importance of maintaining a dynamic mentoring approach to cater to the diverse needs of students within the SCPS framework.

1.10 Shaping Employability: Evaluating Teaching Methods and SCPS

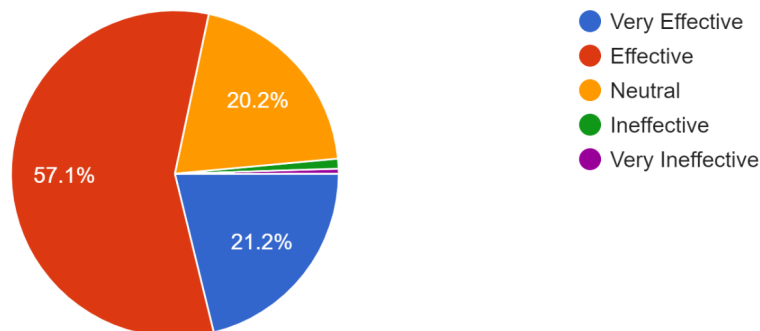


Fig 1.10

The tenth survey question inquired about the effectiveness of teaching methods, including SCPS and other practical training initiatives, in preparing students for employability. Responses conveyed a positive sentiment, with **57% finding them 'Effective'** and **21% deeming them 'Very Effective.'** This majority endorsement underscores the perceived efficacy of the teaching methods in enhancing employability skills.(Fig 1.10)

It's noteworthy that only **1% reported them as 'Ineffective.'** While a small percentage, this feedback signals the importance of continuous assessment and potential adjustments to ensure the highest level of effectiveness in preparing students for the job market.

The survey results suggest a strong positive perception of the teaching methods and practical training initiatives, with minimal feedback indicating ineffectiveness. This feedback highlights the success of the current approach while emphasizing the need for ongoing improvements to meet evolving employability requirements.

1.11 Fostering Participation: Evaluation of Encouragement in Corporate Events

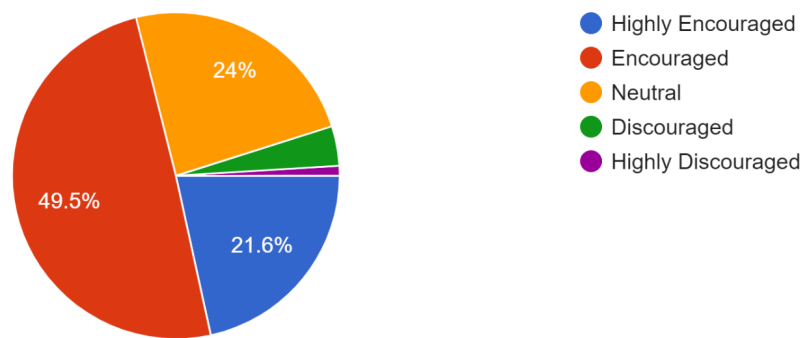


Fig 1.11

The next survey question focused on gauging the extent to which students feel encouraged to actively participate in various **corporate events, workshops, and international conferences**. Responses revealed a positive trend, with **50% expressing that they feel 'Encouraged'** and **22% stating they are 'Highly Encouraged.'** This collective endorsement suggests a supportive environment fostering student engagement in external professional activities. (Fig 1.11)

However, it's notable that **4% reported feeling 'Discouraged.'** While a small percentage, this feedback underscores the importance of addressing barriers or perceptions that may hinder student participation in these valuable experiences.

The majority of respondents feel encouraged to actively participate in corporate events, workshops, and international conferences, with a minority expressing discouragement. This feedback highlights the overall positive atmosphere while emphasizing the need for continuous efforts to remove any perceived obstacles to participation.

1.12 Bridging Academia and Industry: Assessing the Academic-Industry Linkage

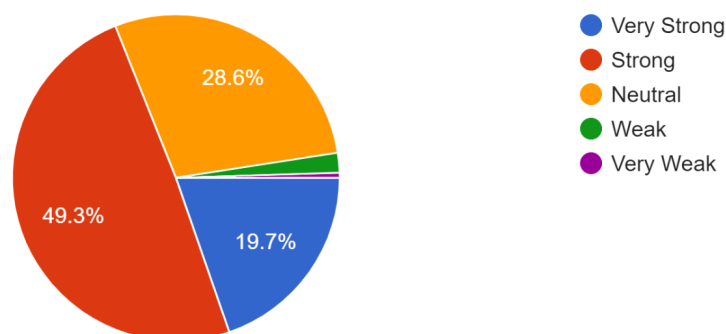


Fig 1.12

The next survey question delved into the perception of the academic-industry linkage in the students' learning journey, encompassing corporate panels and evaluations conducted by industry experts. Responses highlighted a positive sentiment, with **50% perceiving the linkage as 'Strong'** and **20% deeming it 'Very Strong.'** This collective endorsement underscores the perceived effectiveness of integrating industry expertise into academic processes. (Fig 1.12)

However, it's noteworthy that **2% felt the linkage was 'Weak,'** and a minimal **0.5% perceived it as 'Very Weak.'** While these percentages are low, the feedback signals the importance of addressing any perceived gaps or challenges in fostering a robust connection between academia and industry.

The survey results suggest a strong positive perception of the academic-industry linkage, with a small percentage expressing weaker views. This feedback emphasizes the overall success of the integration while highlighting the need for continuous enhancements to strengthen this vital connection in students' learning journeys.

1.13 Tech-Driven Learning: Assessing Utilization and Effectiveness

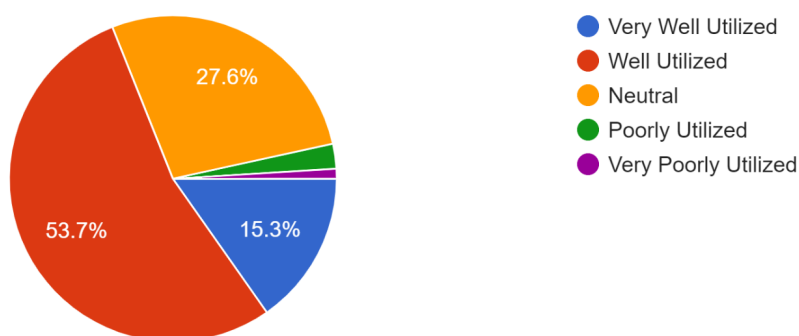


Fig 1.13

The next survey question delved into students' experiences regarding the utilization of technology for their learning, encompassing the Learning Management System (LMS) and digital content. Responses reflected a positive trend, with **54% stating it is 'Well Utilized'** and **16% finding it 'Very Well Utilized.'** This majority endorsement highlights the perceived effectiveness of technology in supporting the learning experience. (Fig 1.13)

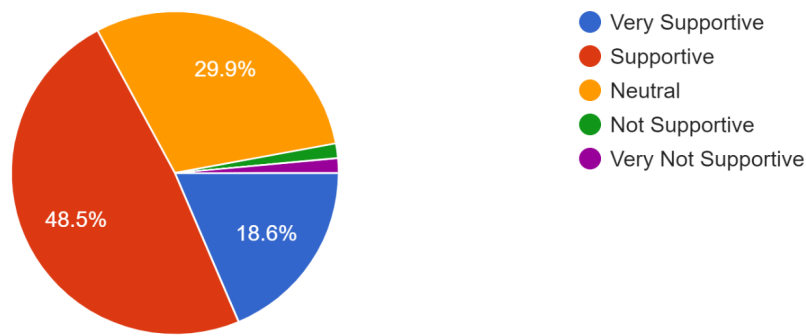
However, it's notable that **2.5% perceived the utilization as 'Poor.'** While a small percentage, this feedback signals the importance of addressing any issues or concerns to ensure the optimal integration of technology for learning purposes.

The survey results suggest a strong positive perception of technology utilization for learning, with a small percentage expressing concerns. This feedback emphasizes the overall success of incorporating technology into education while highlighting the need for continuous improvements to address any challenges or gaps in implementation.

1.14 Fostering Innovation: Evaluating Institute Support for Entrepreneurship

The fourteenth survey question focused on gauging students' perceptions of the institute's support for those interested in entrepreneurship and innovation. Responses revealed a positive sentiment, with **49% stating the institute is 'Supportive'** and **19% finding it 'Very Supportive.'** This collective endorsement emphasizes the perceived encouragement and backing provided to students exploring entrepreneurial ventures.(Fig 1.14)

However, it's notable that **1.5% perceived the institute as 'Not Supportive.'** While a small percentage, this feedback signals the importance of addressing any concerns or perceptions that may hinder support for entrepreneurship and innovation.



(Fig 1.14)

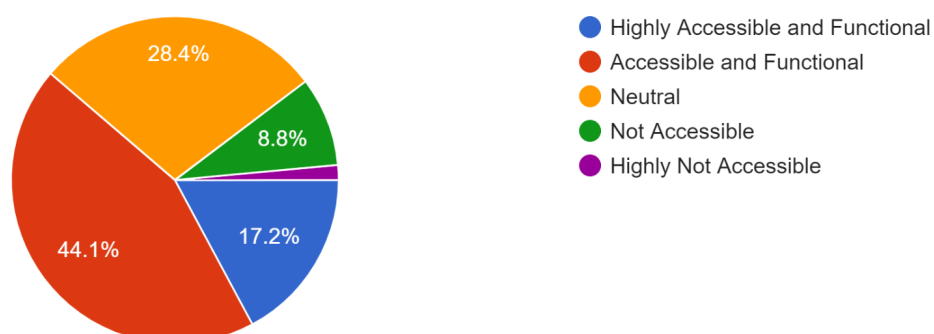
The majority of respondents feel the institute is supportive of students interested in entrepreneurship and innovation, with a small percentage expressing less favorable views. This feedback highlights the overall positive atmosphere while underscoring the need for continuous efforts to ensure robust support for entrepreneurial endeavors.

1.15 Seamless Virtual Learning: Assessing Accessibility and Functionality

The fifteenth survey question focused on evaluating the accessibility and functionality of online platforms for virtual classes and discussions. Responses conveyed a positive sentiment, with **44% stating they are 'Accessible and Functional'** and **17.2% finding them 'Highly Accessible and Functional.'** This collective endorsement underscores the perceived effectiveness of online platforms for facilitating virtual learning experiences.

However, it's noteworthy that **1.5% perceived these platforms as 'Not Accessible.'** While a small percentage, this feedback signals the importance of addressing any issues or concerns to ensure a seamless and inclusive virtual learning environment.

The survey results suggest a positive perception of the accessibility and functionality of online platforms for virtual learning, with a small percentage expressing concerns. This feedback emphasizes the overall success of these platforms while highlighting the need for continuous improvements to address any challenges or gaps in accessibility.



(Fig 1.15)

Below are some inputs given by students for further improvement:

Make PIBM students much more in sync with industrial requirement:

1. Continuously update the curriculum to stay abreast of evolving industrial standards and emerging trends.
2. Foster deeper engagement with industry experts in student and faculty training programs.
3. Integrate corporate participation in student assessments for a holistic evaluation.
4. Increase the number of Management Development Programs (MDPs) and consultancy projects.
5. Collaborate with industries to design courses that meet their evolving needs
6. Implement mandatory industrial internships with academic grades..
7. Increase the significance of assignments and small projects in the curriculum
8. Integrate case studies reflecting real-life industrial problems into project work
9. Facilitate attendance at industrial expos/conferences with report submissions..
10. Provide opportunities for students to solve real-life industrial problems under professor guidance.
11. Establish a department-level program for industry-academia idea exchange
12. Establish a dedicated office for managing industrial linkages, field visits, and outreach programs.
13. Strengthen linkages to facilitate additional industrial internships and core job placements.

However, some inputs on were given by the remaining 30 percent students, which are as follows:

INPUTS:

- 5-10 mins of daily normal conversation should be there where individual attention is given to each student, in which the mentor should hear out the problems of the students and provide solutions.
- Mentors should work upon reducing the weaknesses of the students
- Mentors should engage with students outside the classroom by conducting different activities.
- Improve all-round development in students
- Mentoring facility need to be improved
- More engaging activities at departmental level
- Credit based compulsory extracurricular activities
- Career development counseling
- Personal and professional development programs
- Introduction of skill based programs
- Better student-mentor interaction and having mentors from each area
- Diversification of courses.
- Fresher – sophomores' regular interaction on their interests to give adequate guidance

Broaden Educational Areas

Students were asked “Considering the institute's expansion into areas like Operations, Analytics, Fintech, , and building upon its core strengths in Marketing, HR & Finance, how satisfied are you with the current course offerings? Additionally, do you believe the institute should introduce any new courses to further enhance the academic portfolio?”

Figure 1.16 shows the response on a five point likert scale of “strongly agree to strongly disagree”. It was reported that most of the respondents (28%) were neutral in their response, 20% strongly agreed , an- other 20% agreed, 18% strongly disagreed and 14% disagreed.

Figure 1.16 Students response rate, on broadening the educational areas at PIBM

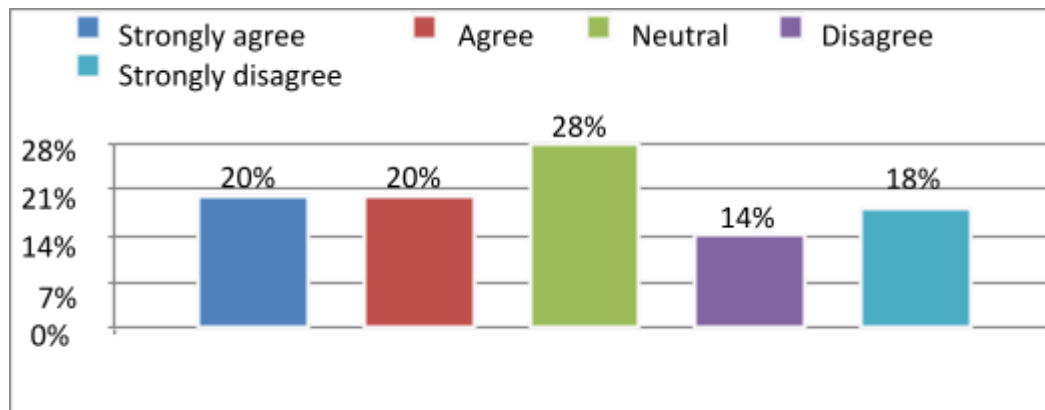


Fig.1.16

Overall, the result indicates students' agreement on broadening the educational areas in PIBM.

Institute aims at self-sufficiency in terms of energy and recycling waste” and the second question was “Considering the importance of energy conservation, would you support the sustainable and eco-friendly energy sources?”. Figure 1.17 showed that a highest of 69% respondents have strongly agreed to the first question and 76% have strongly agreed to the second question. A very small number of students have disagreed with both the questions.

Figure 1.17 Students response rate, on self-sufficiency of the institute in terms of energy and recycling waste

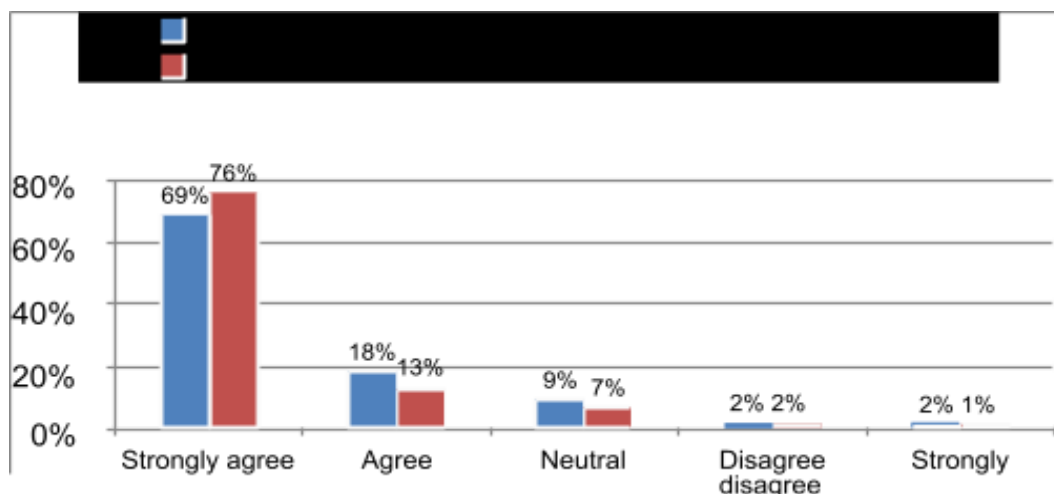


Fig 1.17

Ethical Standard and Personality Development

The issues of cheating and plagiarism in educational settings have received a large amount of attention in recent years. Academic honesty among students was assessed to measure the academic integrity issues that exist in PIBM.

Students were asked to answer the question “Do you think that Academic honesty is there among students?”. It was measured by a dichotomous scale of “yes and no”.

Figure 1.18 Students response rate, on academic honesty among students.

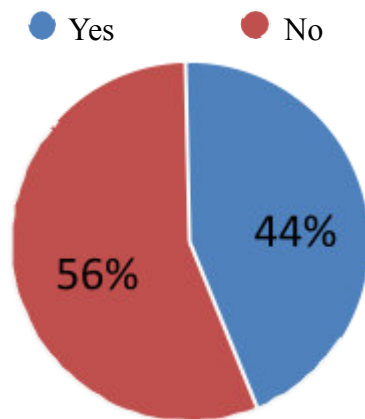


Figure 1.18

The result presented in Figure 1.18 showed that 44% of the students believe that there is academic honesty among the students whereas, 56% believes in the lack of it.

Overall, most students believe that students lack academic honesty, this questioning the ethical standard among the students.

Comment Analysis

Academic malpractices and ethical behavior:

Grades and subsequent placement are the main reasons cited for academic malpractices. This happens with students when they have no subject clarity, lack of interest in course, uninterested way of teaching, uninteresting assignment, laziness, liberal rules and pressure to clear courses.

According to the students, the institute authorities are ignorant of such practices.

To restrict such activities CCTV should be installed in all classrooms, enforcement of stricter rules, more of teacher-student interaction, counseling students, open book exams, strict attendance, allow them to choose the courses, make them interested in the courses, mandatory course on engineering ethics and value based personality development courses and an environment where more importance should be given to learning and on improving the creativity of the student rather than on grades.

Students' Perception About Research at PIBM

Students were asked "How would they rate the quality of research in PIBM?". It was measured on a three point scale of "1=extremely competent, 2=moderately competent and 3=not at all competent". As reported in Figure 1.12, 66% of the respondents find research in PIBM to be moderately competent, 28% find it extremely competent and 6% find it not at all competent.

Figure 1.19 Students response rate, on the quality of research at PIBM

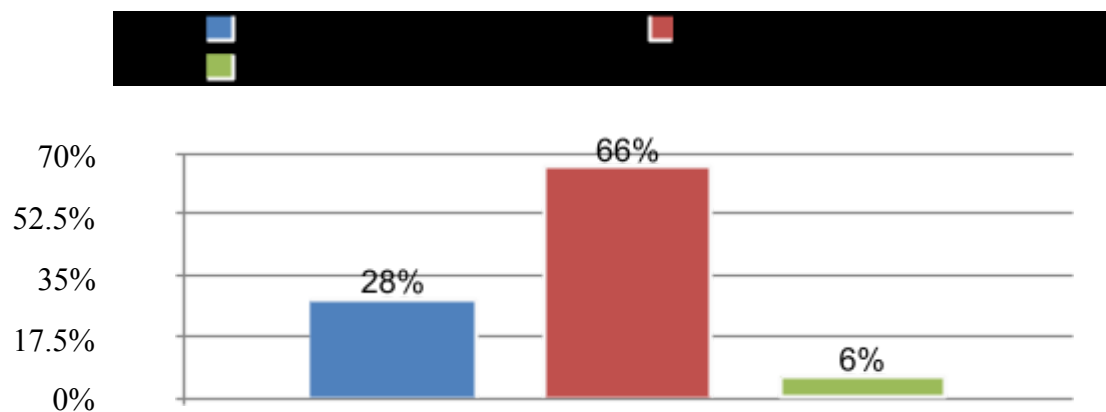


Figure 1.19

Overall, the result shows that students perceive PIBM to be competent enough in carrying out quality research.

Global Ranking / National Ranking

As the institute is vying to become one of the top management colleges in the country, in this context students were asked if “The institute document must explicitly mention that PIBM should target to be one of the top Institutes in management”. As presented in Figure 1.20, 80% respondents agreed that PIBM must target to be one of the top most institutes in Management, and only 20% refused the attempt to do so.

Overall, this shows that students want the institute to work towards ranking and be acknowledged in the global forum.

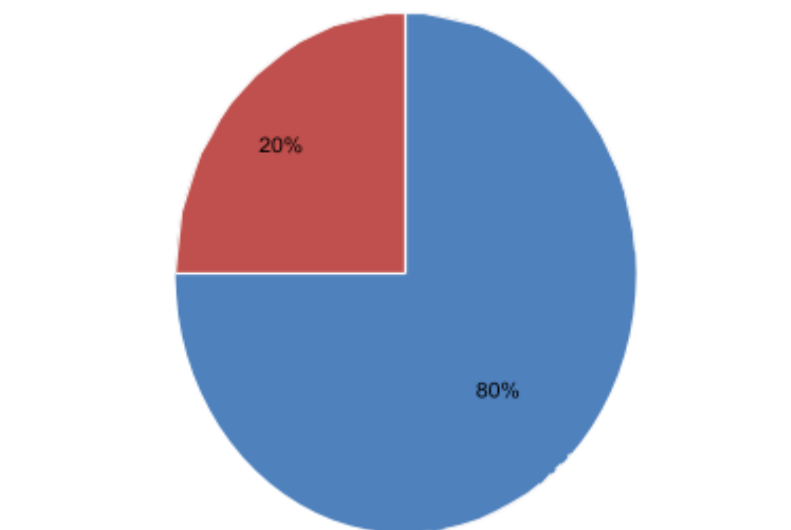


fig 1.20

Figure 1.20 Students response rate, about perceptions on ranking of PIBM

2.0 Summary of Faculty Feedback

The Faculty feedback (see Annexure 2) survey aimed to measure the level of faculty satisfaction with working conditions, professional development, type of responsibility undertaken at PIBM and their opinion on the draft strategy document New Education Policy 2020 implementation, Flexible Credit Mechanism, Multidisciplinary Approach, SCPS methodology, JD based Training in order to support decisions for making the Institute a better place to work. The summary of the feedback from the faculty members was received through online web-based survey is mentioned below and the feedback received from other methods such as “department faculty meeting, young faculty focus group meeting and discussion with Fellows of Academies is mentioned at the end of the report.

Link to access faculty feedback data:

2.1 Online Survey-Faculty Response Rate

A total of 42 faculty members responded. Most of the faculty who responded to this survey were from the **Department of Marketing (42%)**, followed by **Finance (24%)** and **HR (17%)**, **Analytics (9%)** & **General Management (8%)** respectively.

Figure 2.1 Faculty response rate, by department

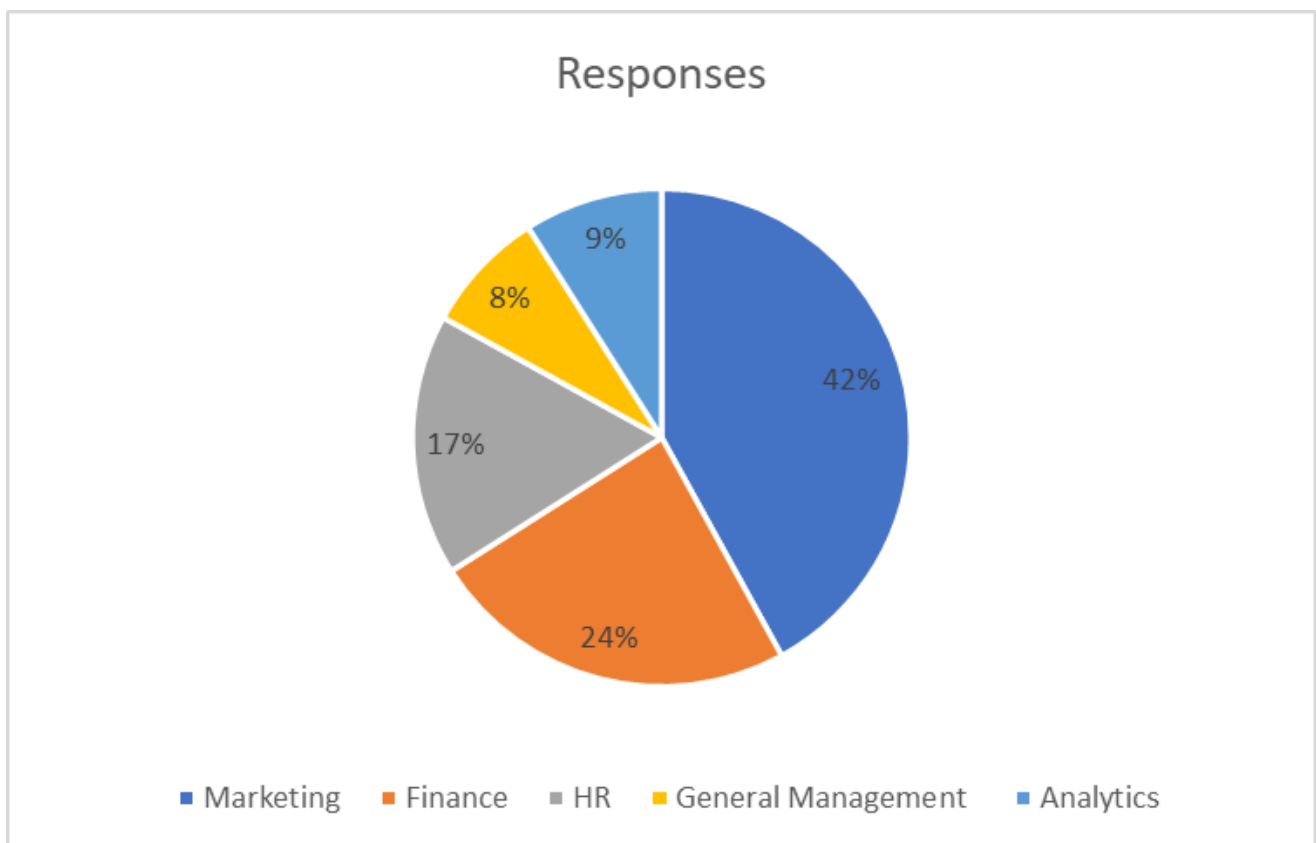
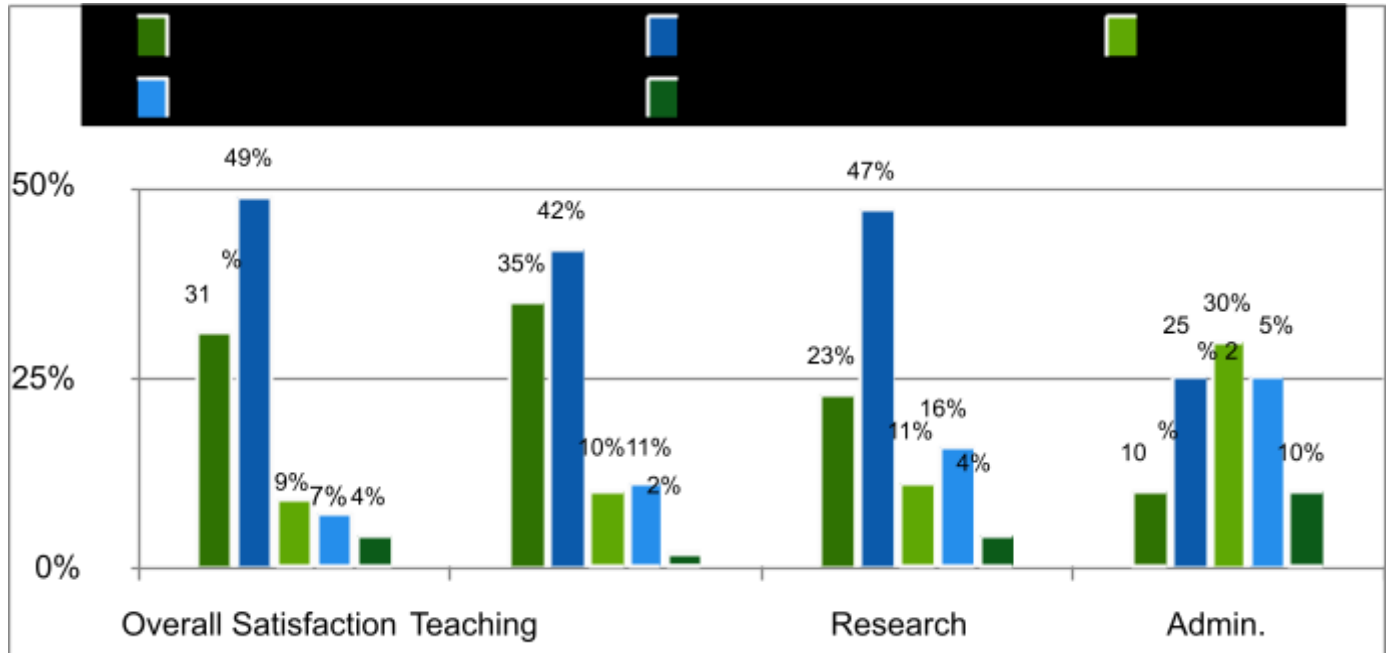


Figure 2.1

2.1 Level of Satisfaction

A scale containing four items was asked to measure faculty satisfaction on the different roles they carry out at PIBM. Presented in Figure 2.2 is the percentage of satisfaction level on each of the four items on a five-point scale where 1=very satisfied, and 5=very dissatisfied.

Figure 2.2 Faculty response rate, on overall job satisfaction, teaching, research and ad-ministrative responsibilities



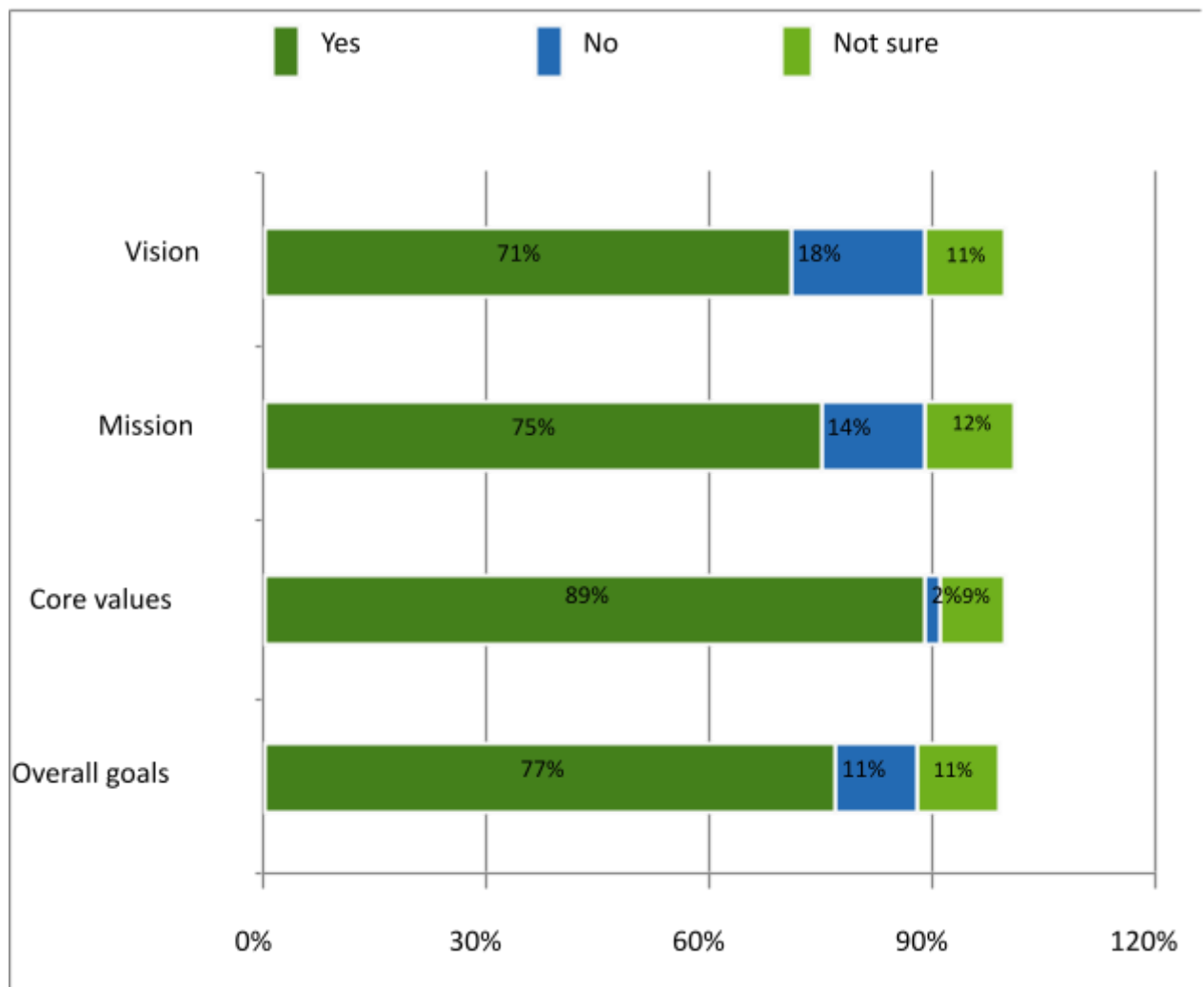
The first item of this scale asked faculty their “Overall satisfaction” as a faculty member at PIBM. Forty-nine percent said that they are somewhat satisfied and 31 said that they are very satisfied. Satisfaction level was measured on the next three items which were “Teaching, Research and Administration responsibility. Most of the faculty were found to be satisfied with Teaching (77%) and Research (70%). However only 30% faculty were found to be satisfied with their Administrative responsibilities, 30% were neutral and another 30% were dissatisfied.

The result illustrates satisfaction on overall job, teaching and research. However, not many faculty members are happy with the administrative responsibility assigned to them.

2.2 Agreement on Vision, Mission, Core Values and Overall Goals

A scale containing four items was asked to measure faculty agreement on the “Vision statement”, “Mission statement”, “Core values” and the “Overall goals” stated on the draft strategy document. Presented in Figure 2.3 is the level of agreement on each of the four items where faculty had to show their agreement or disagreement with the items with a “yes”, “no” and “not sure” options.

Figure 2.3 Faculty response rate, on vision, mission, core values and overall goals



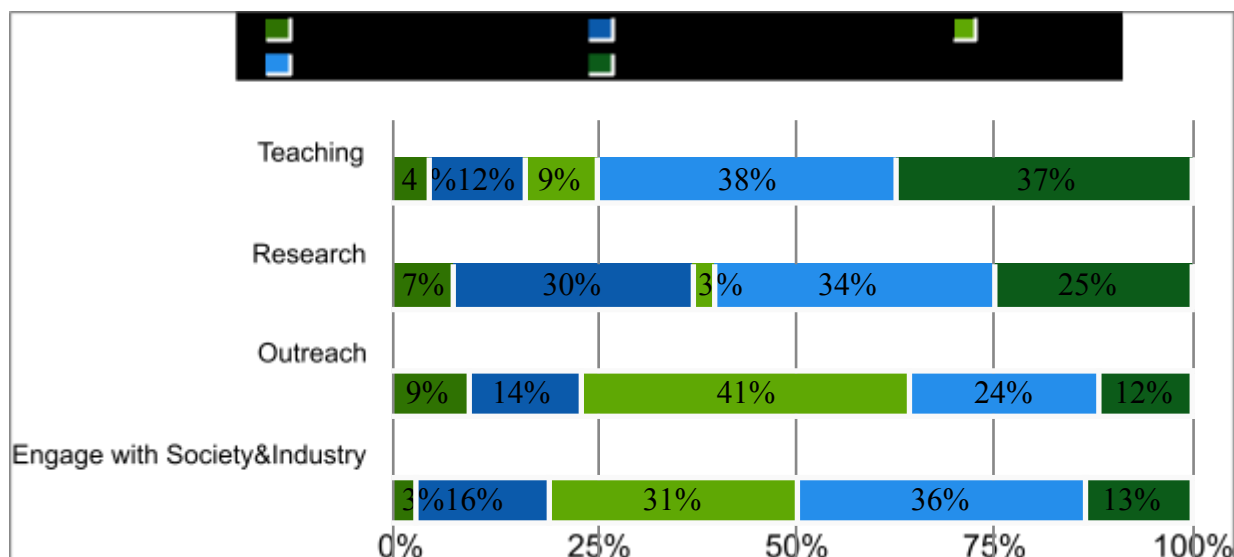
A highest of 89% respondents agreed with the “Core values”, 77% agreed with the “Overall goals”, 75% agreed with the “Mission statement” and 71% agreed with the “Vision statement”.

This shows an overall consensus with the above statements.

2.4 Satisfaction On Resources Provided By PIBM

A scale containing four items was asked to measure faculty satisfaction on the different resources provided by PIBM to fulfill their job requirement. These resources are “Teaching, Research, Outreach and Engagement with Society and Industry. Presented in Figure 2.4 is the percentage of satisfaction level on each of the four items which were measured on a five-point scale of 1=very dissatisfied and 5=very satisfied.

Figure 2.4 Faculty response on satisfaction with the resources PIBM provides to support your teaching, research, outreach activities and engage with society and industry



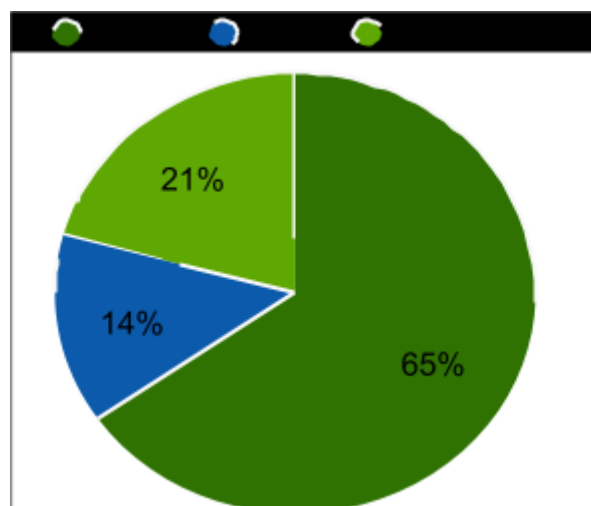
A maximum of 75% respondents were satisfied with the Teaching resources followed by Research (59%), and Engagement with Society & Industry (49%). Faculty find the least satisfaction with resources provided by the Institute for Outreach.

Overall, faculty members show satisfaction with the teaching resources followed by research resources and engagement with society and industry.

Adequate support is provided for conducting academic research, including access to databases and journals.

2.5 Agreement with Action Points of Goal1

Figure 2.5 Faculty response rate, on agreement with action points of Goal1

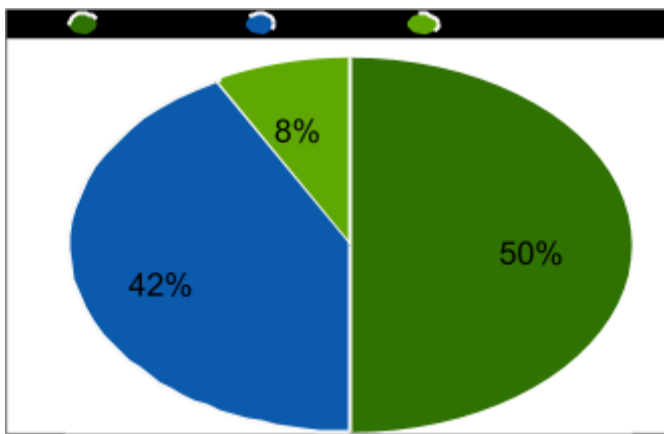


The first goal mentioned in the draft document is “To provide competency based training and ensure employability of students”. The respondents were asked their level of agreement on the action points of this goal. It was measured on a three point scale of “yes, no and not sure”.

Sixty-five percent of the respondents said “yes”, 21% were “not sure” and only 14% said “no” (see Figure 2.5).

Overall, this shows an acceptance of the action points of Goal 1 by a majority of the respondents.

Broaden Educational Areas Figure 2.6
Faculty response rate, on adding new disciplines



PIBM is now actively involved in many inter- disciplinary programmes and believes in taking it further. In this context, faculty members were asked the question “The vision document suggests adding new disciplines such as Fintech, Project Management, Analytics, Joint Degree Program in association with Foreign University Do you agree with it?”.

Presented in Figure 2.6 is the percentage agreement on a three point scale of “yes, no and not sure”. A highest of 50% agreed to broaden the educational areas. However, an equally big portion (42%) of the respondents refused with the idea of broadening the educational areas. Overall, most faculty members support broadening the educational areas in the institute.

Comment Analysis

- The main strength of PIBM lies in Management. However, PIBM is yet to excel in its core strength in the global scenario. PIBM has always supported a diversified course offering and continues to do so.
- Establishing new departments and centers is not enough. It’s seen that many of the departments are not running successfully. The institute must revisit these departments/programs and close those decaying, and enhance if running successfully.
- Some of the suggestions given by faculty members / BOG are:
- In recent times, the increasing number of students and lack of resources to meet the need of the student, has put pressure on the institute, all the departments and the campus require a makeover.

- Thus the very mention of more interdisciplinary programs such as Analytics, Fintech, Operations, Project Management Joint Degree Program in association with Foreign University etc. in PIBM stirs the mind of faculty members with many different thoughts. Some of the suggestions given by faculty members are:
- The current campus is not sufficient to do this and splitting campus may not achieve significant interactions and overlap. There are several other Indian universities that excel in these. A closer interaction with them, while maintaining our excellence in management would be the best
- While technology is obviously valuable, it is too narrow to create the idea of a university. To transform an 'institute' to a university, more diversity is needed. Faculty members suggested to BOG to establish Private Skill University which caters to providing skill based education to large numbers of needy students enhancing employment opportunities as it would be beneficial to students. Land is procured for the purpose of establishing Skill University. This also attracts different skill sets and therefore diversifies campus and scholarship and research.
- Space crunch would certainly come up as a hindrance unless a new second/satellite campus is possible. Constructing a new campus in purchased land nearby the existing campus would require a considerable amount of funds. The Governing Body needs to provide approval of landscaping of newly acquired areas and construction of buildings to build a new smart campus for Skill University and for sister institutes of PIBM.
- One way around the problem may be to add newer disciplines to existing facilities for the time-being in smaller ways and expanding them as far as and when possible.

2.7 Improve Internal Support Systems

Figure 2.7a Faculty response rate, on PIBM's effort to provide infrastructure

Four questions were asked to measure faculty perceptions on the infrastructure and support they get from the institute. "PIBM now has 804 students, 75 faculty and 110 staff members on its rolls for programs run by institutes. As per AICTE directives PGDM program is to be run under a new institute. Demarking of PIBM & PIBM institutes infrastructure provided is required. The first question asked was The current classroom facilities adequately

support effective academic sessions

Presented in Figure 2.7a is the classification of responses in a five point scale ranging from Highly agree to Highly Disagree about classroom facilities adequately supporting effective academic sessions. 58 % High agreed 29 % , 5 % were neutral & 8 % disagreed about facilities. which means some improvement is necessary in the infrastructure of PIBM for taking academic sessions. PIBM has replaced old LCD projectors in classrooms with Smart Classrooms thus infrastructure is improved in classrooms.

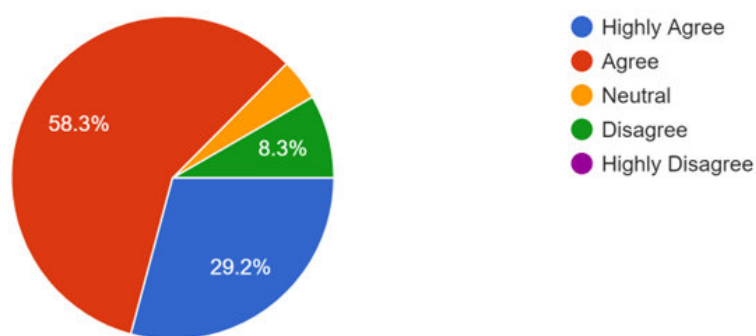
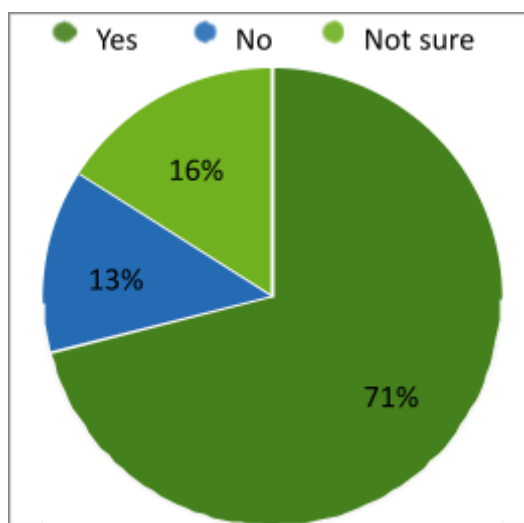


Figure 2.7 a

The second question asked to the faculty was “The document discusses ways to improve support for research projects. Do you agree with the suggestions?”. This was related to the Goal 3 of the draft strategy document and was measured on a three point scale of “Yes and not sure”. The figures reported in Figure 2.7b showed that 71% of the respondent said “yes”, 16% were “not sure” and 13% disagreed to it.

2.7 b



Third question is adequate support is provided for conducting academic research, including access to databases and journals. PIBM has purchased databases like Ebesco, J gate etc. in addition membership of DELNET is obtained. Turnitin anti plagiarism software is procured and used. This has helped PIBM Faculty& students extensive pool of books & journals for online access and conduct of research. Responses of adequacy of support was obtained ranging from Highly Agree to Highly Disagree. 54 % of respondents of agreed of adequacy, 21 % of respondents were highly agreed to the adequacy of facilities followed by 25 % of neutral respondents. Figure 2.7 c is providing information of responses. Governing Body is suggested to recommend more databases like EuroMonitor CMIE for Faculty & students.

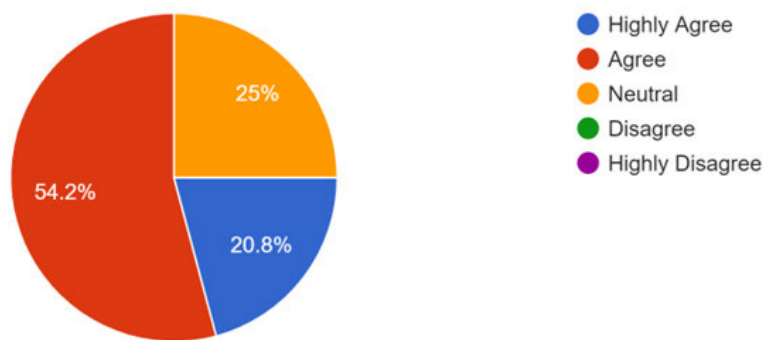


Figure 2.7 c

Fourth Question is Teaching aids, such as projectors and whiteboards, replaced with smart boards are readily available and functional in classrooms. PIBM has replaced LCD projectors with smart boards Interactive Smart Flat Display Panel System. Survey was conducted to assess satisfaction of faculty regards to teaching aids . 54 % faculty highly agreed & 46 % faculty agreed and were satisfied with teaching aids provided. Figure 2.7 d is given below

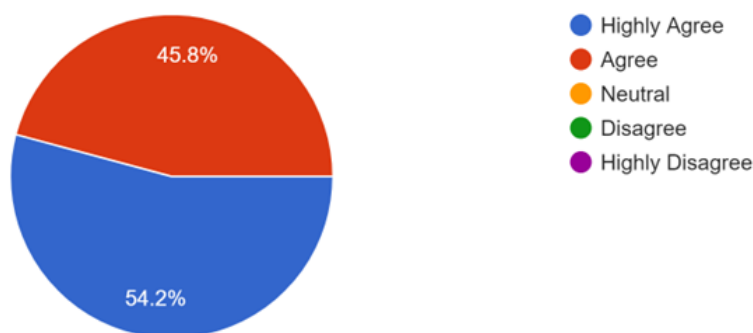


Figure 2.7 d

Comment Analysis

Addressing Pressure on Infrastructure:

- I think we also need to inculcate sense of ownership so that the existing infrastructure is better utilized and better maintained. Just constant additions will not alleviate the current levels of frustrations.
- Having readily available skilled, 'can-think-on-feet' support staff is useful. Comments: 1) Typically, I believe, at the Institute level, contract for casual labor force in different years may be with agencies, but nearly same set of personnel with poor skills are available in each of these agencies. Unless a completely different model is worked out, facilitating skilled services can be a challenge, let alone retaining them, given that they are unlikely to be permanent. 2) Can we pay them on par with industry? Good (temporary) staff leave soon as they find better paying jobs. 3) Are there learning component for a staff in such a position? It will be useful to assess how many current project staff (with such skill) actually stick around say for >2 years. Current project staff

actually get trained in the project.

- I feel getting high quality staff is a problem that needs to be addressed in other ways (such as outsourcing, not in the usual model---but something in between, which also provides for a social welfare for people working in PIBM).
- I would like to see that every student gets single room in the hostel which I could not see in the document. 2. SMART campus 3. Cycles for all in the hostel with maintenance facility 4. Hostels should be near by the institute
- Manpower who appreciate academic environment and take pride in the institute and academic achievement of faculty is need of the hour. We need to create that environment, the onus is on us.

2.8 Accessibility of Online platforms for virtual classes

Next question asked was Online platforms for Virtual Classes and discussions are accessible and functional. Covid Pandemic has made a paradigm shift in education of delivering lectures on online platforms to students by faculty. After opening of campus for offline classes some of lectures and discussions continued to be held on virtual platform. Zoom links procured during pandemic have proven useful for meetings, virtual classroom sessions and during students on internship period and employed can be engaged by PIBM. Suggestion to Governing Body is to continue to online platforms like Zoom and our LMS as per requirement for delivering lectures or conduct of meetings.

Online platforms for virtual classes and discussions are accessible and functional

Figure 2.8c are responses for accessibility of online learning platforms and informing level of agreement. Responses marked Faculty Agree 54 %, Highly Agree 21 % and Neutral respondents were 25 %

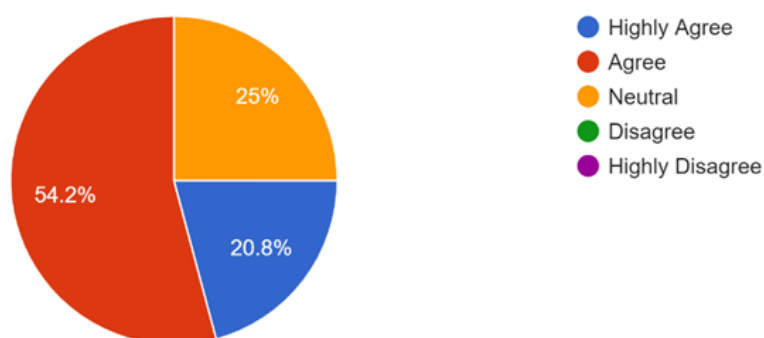
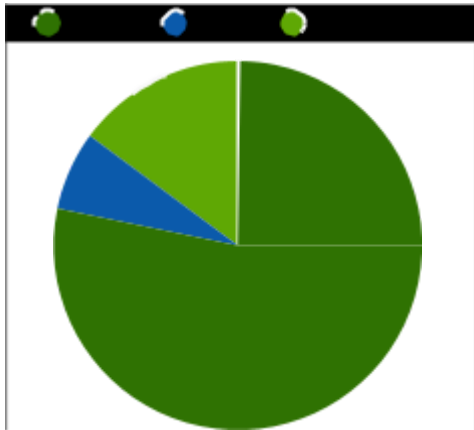


Figure 2.8c

2.9 Improve Research Quality

The next question asked to the faculty members was “Do you broadly agree with the four major steps to improve the research quality of PIBM?”. This question was asked in the context of the action points mentioned in the Goal 3 of the draft strategy document. The response was measured on a three point scale of “yes, no and not sure”.

Figure 2.9 Faculty response on agreement with action points of Goal 3



Results reported in Figure 2.9 showed that 78% respondents have agreed to the action points, whereas only 15% said they were not sure followed by 7% who disagreed with the action points of Goal 3.

Overall the result suggests that most of the faculty members agreed with the action points mentioned in Goal 3 of the draft strategy document.

Comment Analysis

Some of the sample comment to the question “Do you broadly agree with the four major steps to improve the research quality of PIBM?” are mentioned below:

- I find it a bit odd to have a target for "citations" and "h-index" at Institute level -- perhaps it is just my personal bias about/against these metrics.

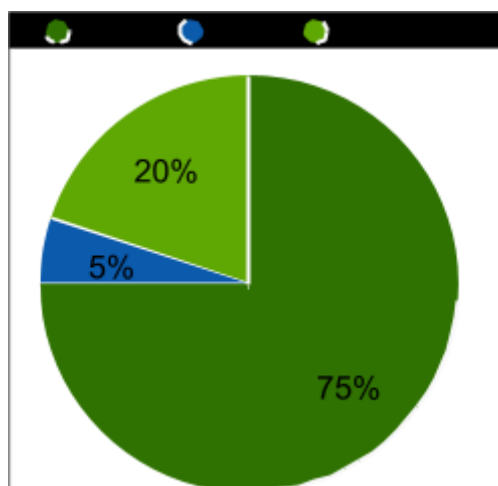
Currently we are in a bit of a race to meet numbers with little emphasis on quality. And this race is doing more harm than good. The recipe to quality work is to have a set of projects running which capture the imagination of the brightest in the country that's potentially going to "change the world". Without that we are likely to remain a pit-stop since there are greener pastures elsewhere. And the best don't pay too much attention to pit-stops.

- There should be more funding. The output cannot be expected to improve linearly the very next year. there should be a sustained effort. if a policy is taken, it should be there at least for five years. For example, after hours of deliberations it was decided to have two minimum papers for . Later on it was dropped. At least hundreds of man hours are lost. One should not bring in too many changes in the academic regulations. Whatever existing rules be strictly implemented. The system cannot be so dynamic that the regulations keep changing every year. By changing these rules, we cannot improve the quality. Give more time to the faculty to do teaching and research, this is not happening in PIBM. We are constantly on the run.
- Faculty should publish quality research papers indexed on Scopus or ABDC or other good quality indexing under name of institution which will help institute in betterment of Ranking on NIRF and help in good NAAC NBA AACSB accreditations.

2.10 Creation of Leaders and Innovators

This question on the survey instrument was related to the draft strategy document. The question asked was "Do you broadly agree with the action points for creating future leaders/innovators?". Figure 2.10 presented the response on a three point scale of "yes, no and not sure".

Figure 2.10 Faculty agreement on the action points of Mission of PIBM



A highest of 75% respondents agreed to the action points whereas a small subset of the respondents said that they were not sure (20%) followed by only 5% who don't agree with the action points.

Overall, there was a consensus among the faculty members on the action point of mission statement mentioned in the draft strategy document.

Comment Analysis

Sample comments given by faculty , Creation of Leaders and Innovators is men- tion below:

- Some of the aspects in the action points are, I would think, natural ability of a person. Institute can at best facilitate shaping up these skills. The write-up sort of gives a feeling that leaders can

be created. I guess the idea is to 'Create a platform' for 'Future Leaders/ Innovators'; if so, the title and the content could be modified accordingly.

- A crucial ingredient that can shape future leaders is for them to be engaged in a serious project while they are at PIBM. I consider this essential ... Are we going to be able to give a large number of students such opportunities?
- "Innovators" is just a buzzword - I think we should avoid it. Our goal should be to solely provide an environment where an individual grows as a thinker and a human being. This is to be developed while they are working on research problems, or in classroom. Hence, the bigger goal should be development of thinkers and not so much research papers/ citations etc. - all these numbers are just a means to achieve intellectual growth of individuals working on the particular problem. Unfortunately for higher education, these numbers seem to have become an end in themselves. Through their research, we should strive to help students (and ourselves) develop tools and ability to solve problems in any domain that they choose to work in, much after they've left the Institute.

2.11 Enhancing Overall Quality through Accreditation & Rankings

To what extent do you believe our efforts contribute to the goal of enhancing overall quality through accreditation and rankings?

Figure 2.11 Faculty agreement of PIBM on National rankings and accreditations.

Institute has been participating in NIRF rankings and business magazine rankings regularly. Institute has been ranked in NIRF Top 100 institutes in Management Discipline in the year 2019, 2020, 2021 & 2022 Rankings. This has provided acceptance amongst students corporates for PIBM brand. Thus admissions to PIBM have improved in spite of pandemic period. Institute has also received NAAC accreditation in 2019 and going forward to NBA Accreditation in year 2022. NBA Pre Qualifier has been filled in Apr 2022 and the committee expected in Dec 2022.

Faculty have been contributing to the goal of enhancing overall quality through accreditation and rankings. Their efforts to contribution is encouraging. Responses are given below. 46 % have very high contribution, 46 % have high contribution & 8 % have moderate contribution. All Faculty to be motivated to have high contribution in overall quality culture.

Figure 2.11

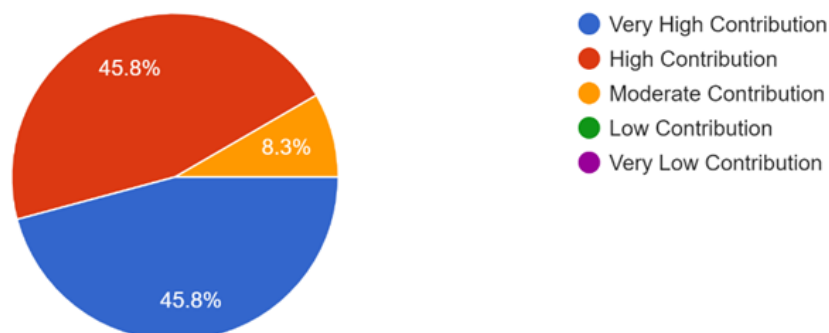


Figure 2.1

2.12 New Education Policy 2020 implementation

Thoughts on the ongoing implementation of the National Education Policy (NEP) 2020 within our institution survey was taken to gauge preparedness for implementation. Perception of the impact of introducing a flexible credit mechanism on the academic experience for our students & incorporation of a multidisciplinary approach alignment with the educational goals and standards of our institution survey was taken to gauge preparedness. Faculty seemed very positive towards implementing it considering its benefits to students.

Figure 2.12 New Education Policy 2020 implementation. 54 % faculty responded as positive , 42 % faculty seemed very positive & 4 % respondents were neutral towards implementation. Figure 2.12 a

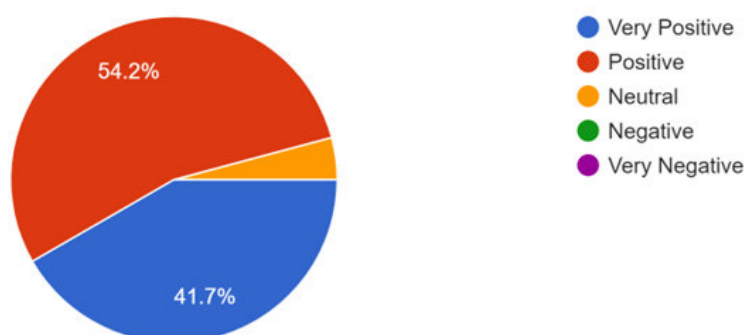


Figure 2.12 a

Perception of impact of introducing a flexible credit mechanism on the academic experience for our students. As a step towards implementing NEP 2020. Flexible credit mechanism needs to be introduced in line with the NEP 2020. Institute need to register with NAD & Academic bank of Credits (ABC) to enable to undergo flexible credits mechanism for benefit of students. Survey responses was taken for perception of mechanism . 54 % faculty were very positive & 46 % faculty were positive . Figure 2.12 below shows faculty perception.

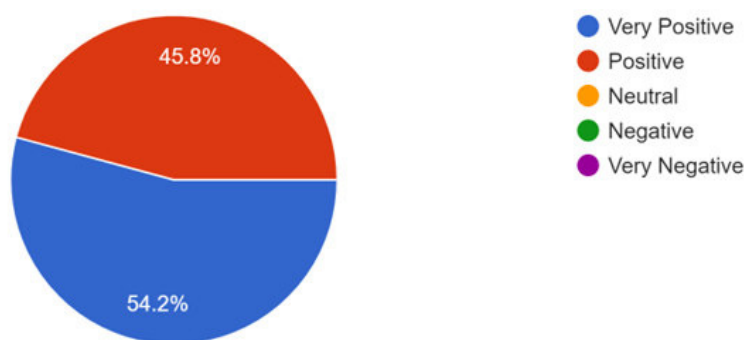


Figure 2.12b

Furthering NEP objectives regarding perspective incorporation of a multidisciplinary approach alignment with the educational goals and standards of our institution. Faculty agreeing towards incorporation of a multidisciplinary approach & alignment towards educational goals of the institution. 58 % faculty respondents agreed & 42 % faculty respondents highly agreed & towards incorporation of multidisciplinary approach. Figure 2.12 c

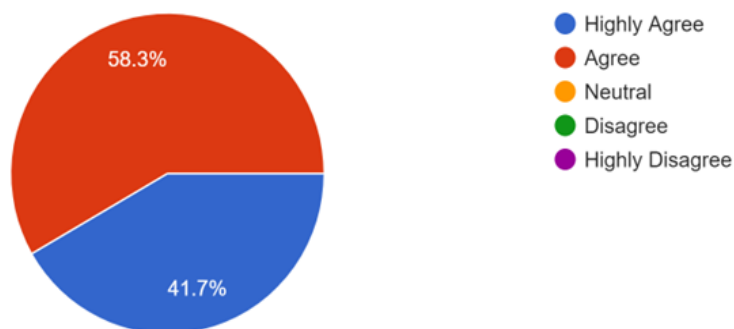


Figure 2.12 c

2.13 Faculty Subject Reviews

Survey was conducted towards resources for updating course materials and staying current with industry trends are provided. (by conducting subject reviews from guest faculties of top prestigious institutes every semester). 50 % faculty respondents highly agreed , 42 % faculty agreed & 8 % faculty neutral towards conduct of subject reviews as it helps faculty to understand the subject better and make further improvement for content building & delivery of further lectures. Best practices of top institutions are implemented. Figure 2.13 is shown below.

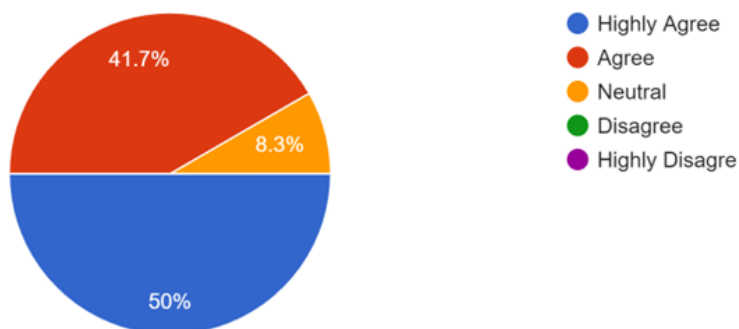


Figure 2.13

2.14 SCPS Framework

2.14 a . Question was asked to what extent do live projects contribute to students' practical skill development within our SCPS framework. Faculty agreed to high degree of contribution of live projects to students' practical knowledge. Responses are given in figure 2.14 a. 48% faculty responded of very high contribution, 36 % responded with high contribution & 16 % faculty

responded with modest contribution.

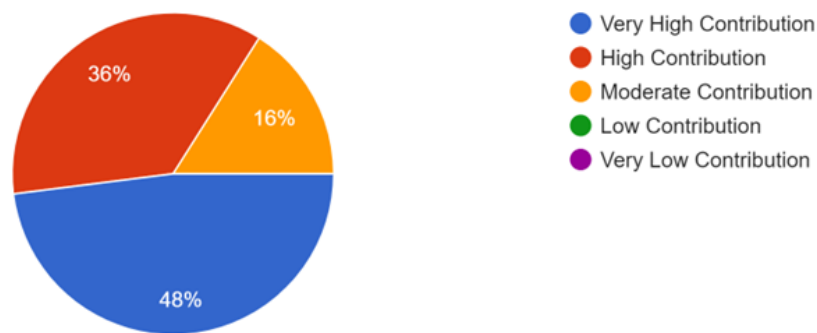


Figure 2.14 a

SCPS method 2.14b Next under SCPS method question was asked about SCPS effectiveness ranging from highly effective to not at all effective.

How would you evaluate the effectiveness of the Sector Company Product and Service pedagogy (SCPS) in bridging the gap between theoretical knowledge and practical skills?

Faculty responses are given below. 64 % faculty responded SCPS as highly effective 32 % very effective 4% responded moderately effective. Refer Figure 2.14 b

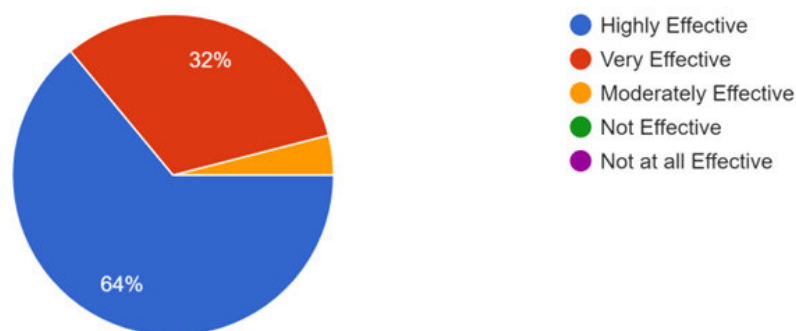


Figure 2.14 b

2.15

JD based Training

Next question was asked under How well does our job description-based training align with industry requirements to prepare students for their future careers? faculty were asked about alignment of JD based training with industry. Responses were received as very well aligned to not aligned. 56 % faculty responded as very well aligned & 44 % faculty responded as well aligned. Responses are given below figure 2.15

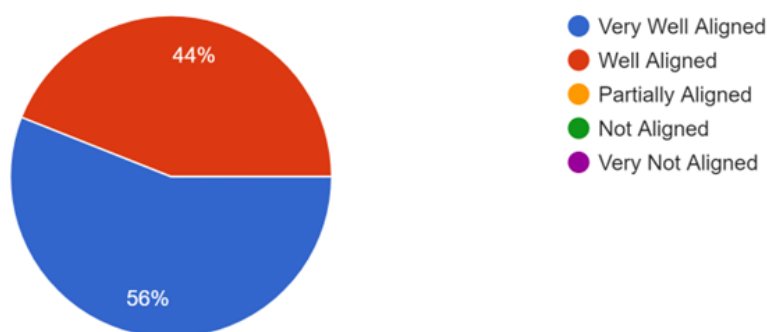


Figure 2.15

2.16 Teaching Methods aligning with Competency Based Training.

Question was asked about perception of our teaching methods aligning with competency based training. To what extent do you perceive our teaching methods aligning with competency-based training for enhancing student employability. Responses of alignment of teaching methods are from very high alignment to very low alignment. 52 % faculty responded as very high alignment 44 % faculty as high alignment & 4 % as Moderately aligned. Figure 2.16 given below.

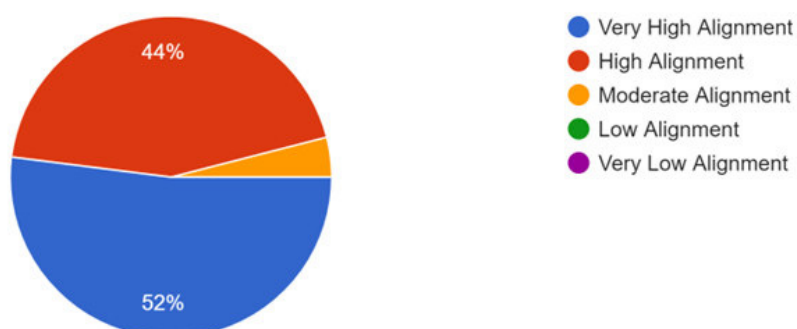


Figure 2.16

2.17 Leveraging Advanced Education Technology including LMS System for Learning

Questions was asked leveraging advanced education technology including LMS System for learning. How well do you think we are leveraging advanced education technology, including our LMS system, for student learning and administration?

Responses ranging from very well aligned to very poorly aligned. 52 % responded as well aligned, 36 % responded very well aligned & 12 % responded as moderately aligned. Thus responses given by faculty indicate to increase leverage of technology & LMS for learning . Governing Body is suggested to add this parameter for increasing use of technology & LMS system for learning.

Figure 2.17 given below.

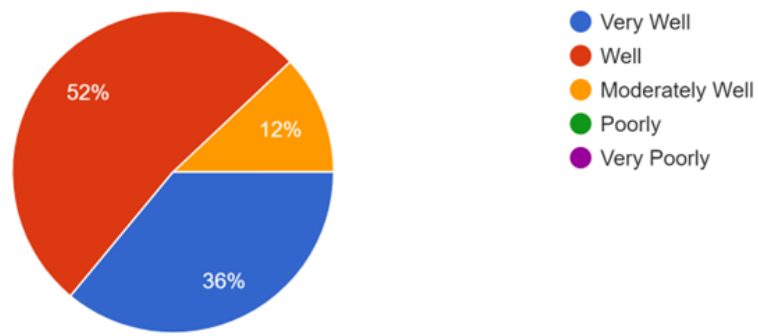


Figure 2.17

3. Summary of Staff Feedback

The Staff feedback survey was administered to measure the level of staff satisfaction with different aspects of their job at PIBM. Additionally, their opinion on the draft strategy document was also taken in order to support decisions for making the Institute a better place to work. The summary of the feedback from the staff was received through an online web-based survey and respondents were asked to give comments on a few selected questions where they have given suggestions to improve it. These suggestions have been mentioned under the comment analysis section after each question. Additionally, a focus group meeting with the staff was also conducted. A detailed summary of the feedback received from survey and focus group meetings is mentioned below.

Link to access staff feedback data:

3.1 Job Satisfaction

The initial staff survey question delving into job satisfaction at PIBM revealed encouraging results. A substantial **63% expressed overall satisfaction**, with an additional **36.5% showcasing a notably high level of contentment by selecting "Very Satisfied."** These positive sentiments serve as a cornerstone for our strategic plan, reinforcing the importance of nurturing a workplace environment that continues to uplift and engage our valued staff members throughout the period.(Fig 3.1)

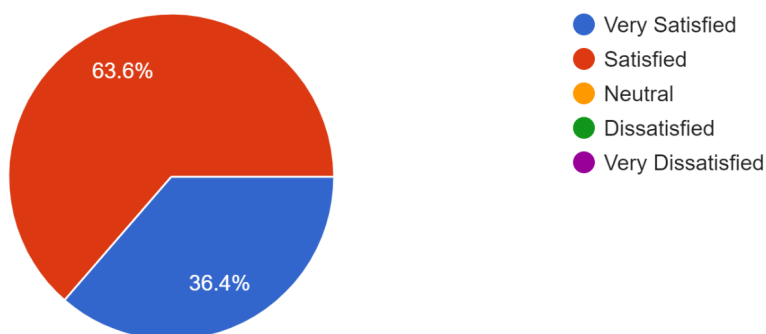


Fig 3.1

3.2 Satisfaction with Facilities at PIBM

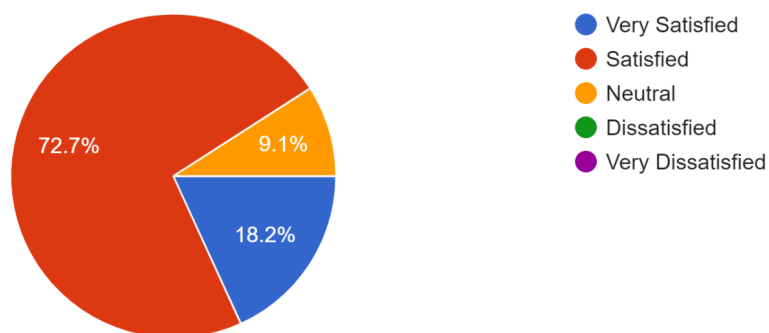


Fig 3.2

A comprehensive **90%** of staff at PIBM express satisfaction with the provided facilities, distributed

as follows: **18% indicate being 'Very Satisfied,'** while a majority of **72% report being 'Satisfied.'** Furthermore, **9% remain neutral** in their assessment. This high satisfaction level highlights the overall positive reception of the facilities, with a small portion expressing a neutral stance, potentially warranting further exploration of specific preferences or improvements.(**Fig 3.2**)

3.3 Workplace Recommendation Score Analysis

Within the framework of gauging the likelihood of recommending PIBM as an ideal workplace, insightful responses were gathered. The majority, totaling **81.4%**, collectively conveyed favorable sentiments. Specifically, **36.4% expressed a 'Very Likely' likelihood,** while an additional **45% reported a 'Likely' likelihood.** Notably, **9% remained 'Neutral,'** and a smaller portion, **9.1%, indicated an 'Unlikely' likelihood.** These nuanced insights from the staff underscore both positive perceptions and areas meriting attention within the workplace environment. This feedback serves as a valuable foundation for refining strategies and enhancing the overall work experience throughout the period.(**Fig 3.3**)

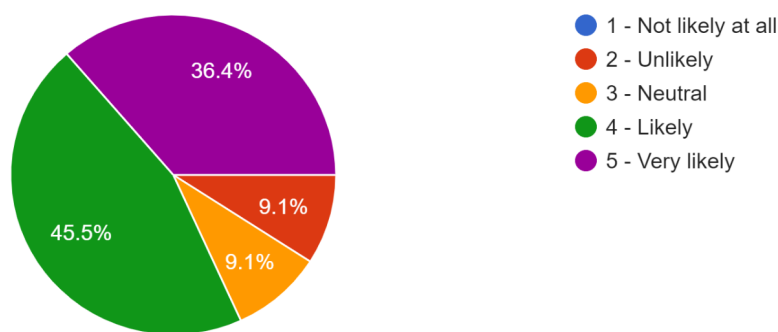


Fig 3.3

3.4 Support for Learning and Professional Development

Staff feedback on the extent of support for pursuing learning and professional development opportunities at PIBM is notable. An equal **45% find the support to be both 'Very Supportive' and 'Supportive,'** reflecting a balanced positive sentiment. Additionally, **10% remain 'Neutral'** on this aspect. These responses suggest a commendable level of backing for learning initiatives, while neutral responses may indicate potential areas for further exploration or enhancement in supporting staff professional growth.

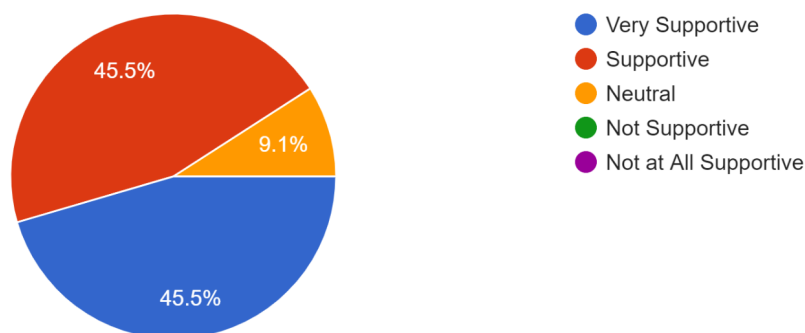


Figure 3.4

3.5 Satisfaction with Career Advancement Opportunities

Staff satisfaction regarding career advancement or promotion opportunities within PIBM is discerned from the responses. Notably, **18% express being 'Very Satisfied,'** while **45% indicate 'Satisfaction.'** A substantial **27% remain 'Neutral'** on this matter. These insights suggest a positive outlook on career advancement, though neutral responses may warrant further exploration into factors influencing perceptions and considerations for improvement. This feedback provides valuable considerations for shaping strategies and initiatives within the institution. **(Fig 3.5)**

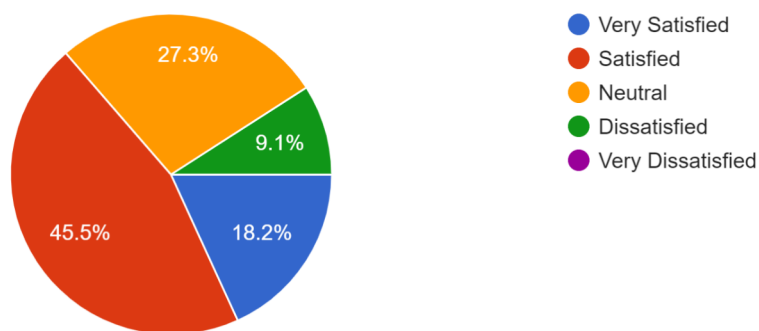


Fig 3.5

3.6 Staff Input Consideration in Decision-Making

Staff members were queried on the consideration of their inputs and references in PIBM's decision-making processes. The responses indicate a positive trend, with **46% expressing that their inputs are 'Always' considered,** and an additional **37% stating 'Often.'** A smaller proportion, **9%, reported 'Occasionally'** and **'Rarely'** each. These insights shed light on the perceived level of inclusion in decision-making, offering valuable considerations for enhancing transparency and engagement within the organizational decision framework.

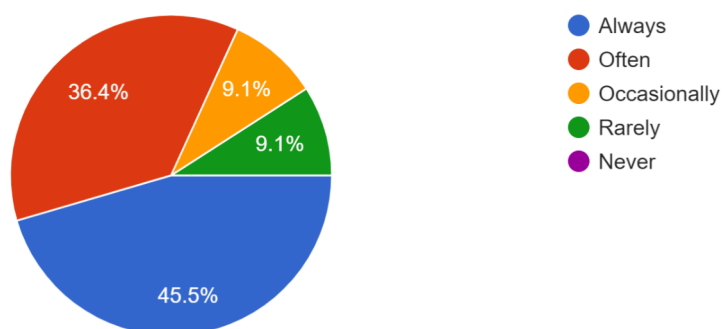


Fig 3.6

3.7 Satisfaction with Communication Channels

The staff's satisfaction with the existing communication channels within PIBM was gauged through this question. A notable **45% express satisfaction,** while an additional **18% indicate being 'Highly Satisfied.'** Contrarily, **37% remain 'Neutral.'** These responses offer insights into the effectiveness of current communication methods, highlighting areas of satisfaction and potential opportunities for improvement. **(Fig 3.7)**

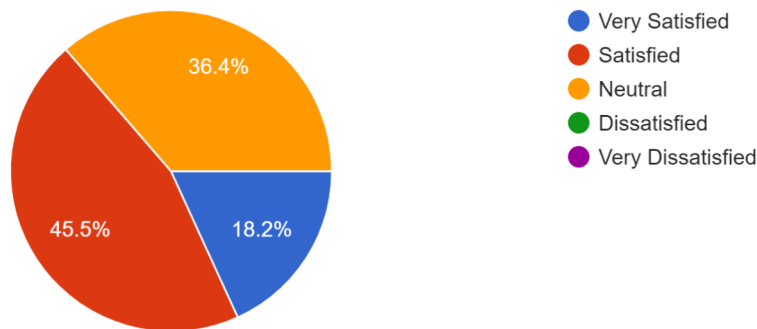


Fig 3.7

This feedback will play a crucial role in refining communication strategies and ensuring a more seamless and engaging flow of information across the institution.

3.8 Satisfaction with Grievance Resolution Processes

The assessment of staff satisfaction with the process and resolution of grievances at PIBM unveils encouraging feedback. A commendable **55% express satisfaction**, with an additional **18% indicating a high level of contentment, being 'Very Satisfied.'** This positive response underscores the efficacy of current grievance resolution methods. It is indicative of a responsive and supportive institutional approach. As we move forward, building on these strengths and addressing any nuances highlighted by the **27% remaining 'Neutral,'** ensures a robust and effective grievance resolution framework that aligns with the institution's commitment to staff well-being and satisfaction.

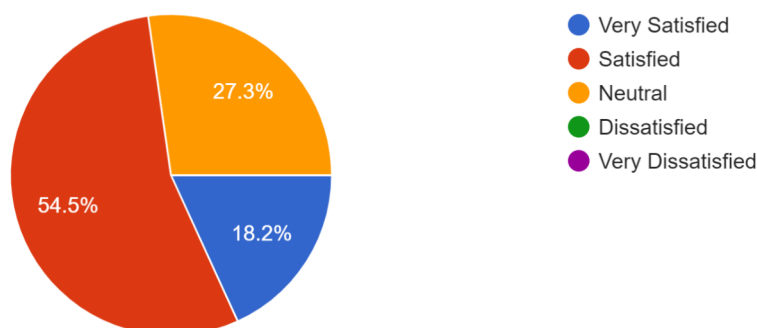


Fig 3.8

3.9 Satisfaction with Health and Wellness amenities

The evaluation of staff satisfaction with the available health and wellness amenities at PIBM reveals positive sentiments. A significant **46% express being 'Very Satisfied,'** and an additional **19% indicate 'Satisfaction.'** However, **37% remain 'Neutral' on this aspect.** These insights underscore the effectiveness of existing amenities while signaling an opportunity to explore enhancements or communication strategies to increase awareness and utilization. This feedback serves as a valuable foundation for cultivating a holistic and supportive work environment.(Fig. 3.9)

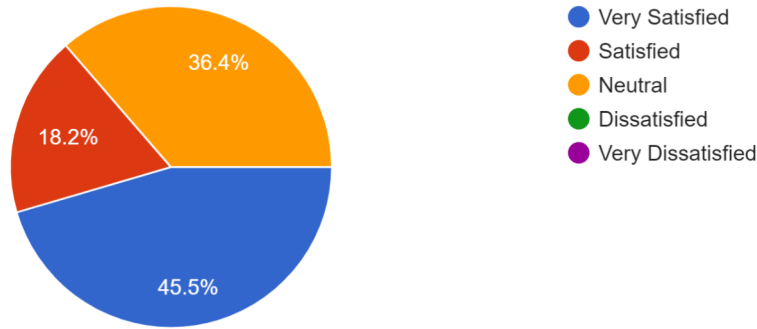


Fig. 3.9

3.10 Satisfaction with Overall Infrastructure Facilities

Staff satisfaction with the overall infrastructure facilities at PIBM is notably positive. A majority, comprising **55%**, **express satisfaction**, with an additional **18% indicating being 'Very Satisfied.'** However, **18% remain 'Neutral,'** and a smaller **9% express dissatisfaction.** While the majority indicates contentment, the feedback from the neutral and dissatisfied segments provides valuable insights for potential enhancements or improvements in the overall infrastructure. These insights contribute to the ongoing commitment to provide a conducive and satisfactory work environment for all staff members.

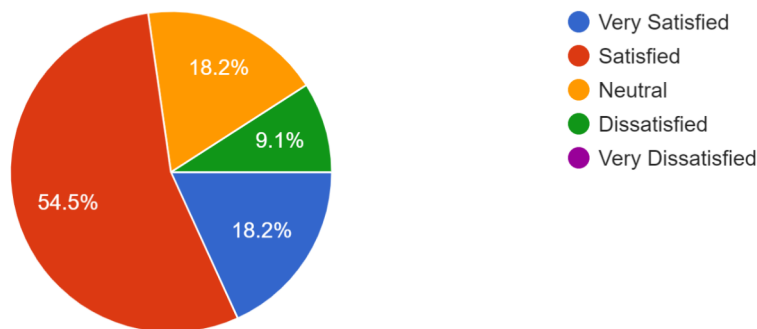
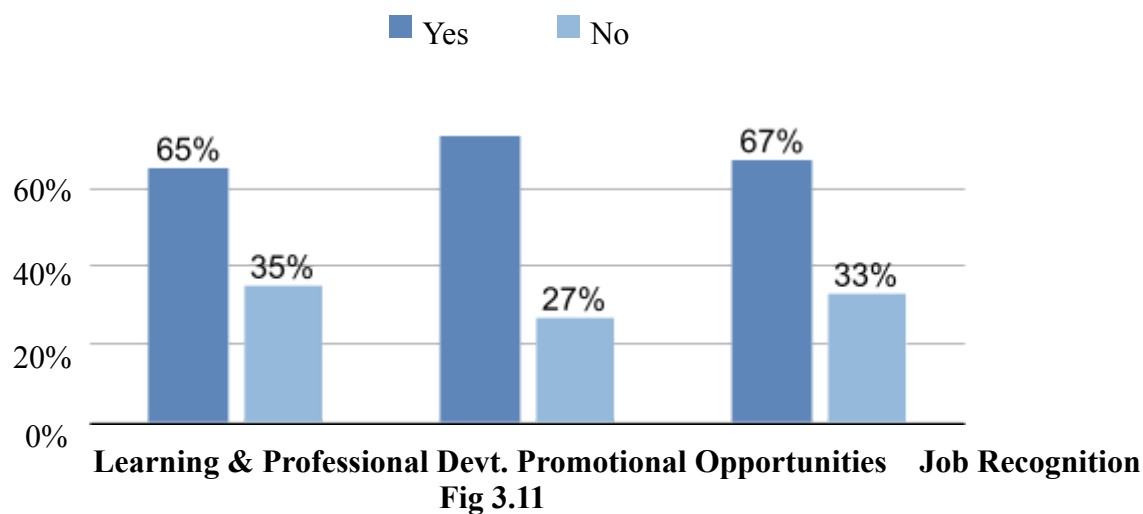


Fig 3.10

The staff survey at PIBM reflects a generally positive sentiment across various aspects. Notably, a significant 81.4% express contentment with the workplace, and 90% are satisfied with provided facilities. The likelihood of recommending PIBM as a good place to work is high, with 81.4% showing positive inclinations. Additionally, support for learning and professional development opportunities is strong, as seen in the 90% satisfaction rate. Regarding decision-making processes, 83% feel their inputs are considered either 'Always' or 'Often.' Satisfaction with communication channels stands at 63%, and 73% are content with the grievance resolution process. However, health and wellness amenities and overall infrastructure facilities show room for improvement, with 37% and 27% remaining neutral, respectively. These insights form a comprehensive understanding for strategic planning, emphasizing areas of strength and potential enhancement for an even more fulfilling work environment at PIBM.

Figure 3.11 Staff agreement on their professional development

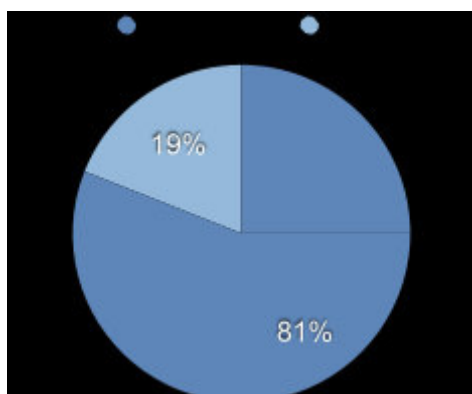
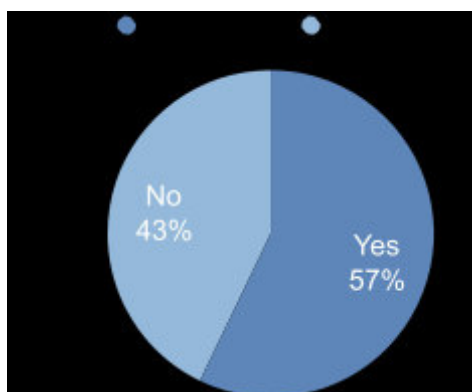


The second item asked the respondents if they are satisfied with the opportunities for promotion within PIBM. Seventy-three percent of the respondents agreed to it and 27% respondents said no to the item.

The third item asked the respondents whether PIBM does a good job of recognizing the contributions of staff. Sixty-seven percent of respondents agreed and 33% disagreed with the item. Overall the result indicates that PIBM need to do more to support staff members in pursuing learning and professional development opportunities and recognise their job contribution to the institute.

Performance Review

Figure 3.12 Staff agreement on performance review



Two questions on the survey instrument touched directly upon the performance review of the staff members. They were measured on a dichotomous scale of “yes and no”. The first question was asked to measure if performance review is conducted on a regular basis. As reported in Figure 3.4.1, a total of 57% agreed and 43% disagreed with this question.

The next item asked respondents if their performance reviews provide them with useful feedback on their work. Result in Figure 3.12 illustrated that 81% said “yes” and 19% said “no” to this item.

Overall the result reports that PIBM need to work on the present performance review process which may make them interested in their work with healthy feedback.

Comment Analysis

On performance review, respondents have said that annual numerical rating on

specified aspects is not enough. A supervisor should have a monthly one on one performance review discussion with an employee where he can appreciate the good work as well as suggest changes for betterment of the employee in future tasks. Overall, the result shows that the facilities such as accommodations, school, hospital, dues settled at the time of retirement, etc. provided by PIBM meets

the needs of the staff members.

Comment Analysis

1. A detailed rule book to be made available.
2. Pensioners to be given privilege.
3. New quarters should be allotted to the employees staying outside instead of allocating those who are already in the campus.

Agreement on Draft Strategy Document

The staff survey also took the feedback from the staff members on the draft strategy document. Findings from the survey can serve as a reference against which modifications to the draft document can be made. The level of agreement on different sections of the draft document is mentioned below.

Vision Statement, Mission Statement, Core Values and Overall Goals

A scale containing three items was asked to measure the level of agreement of the respondents on the vision statement, mission statement, core values and overall goals. The response was taken on a five point likert scale of 1=strongly agree and 5=strongly disagree. The first item asked the respondents if they agree that the vision statement reflects what PIBM hopes to become in future. The results showed that 66% respondents strongly agreed, 21% somewhat agreed and 14% remained neutral to the vision statement. Interestingly, none of the respondents disagreed with the vision statement.

The next item asked the respondents if the mission statement clearly reflects PIBM's objective to be a global technology university. The results showed that 71% respondents strongly agreed and 29% somewhat agreed to the mission statement. However, none of the respondents disagreed with it.

In the third item on the scale, the respondents were asked their agreement on the five core values (integrity, excellence, accountability, transparency and empathy) mentioned in the draft strategy document. The result showed that 76% strongly agreed, 20% somewhat agreed and only 4% strongly disagreed with the list of core values.

Vision statement	Mission statement	Core values	Overall goals
------------------	-------------------	-------------	---------------

The fourth item asked the respondents about their agreement on the overall goals in the draft strategy document. Around 62% of the respondents strongly agreed, 24% somewhat agreed and 14% strongly disagreed.

Overall, this establishes a consensus on the vision statement, mission statement, the five core values and overall goals mentioned in the draft strategy document.

Comment Analysis

Many respondents feel that we should try to become very useful to Indian society. There is a total disconnect in what we teach/research and what is needed WITHIN India. So insisting on "global university" should be limited to just some directions and not in all directions.

Comment Analysis

Staff members suggestions on adding value to their work:

Respondents were asked that on a regular basis they have been interacting/catering to many stakeholders (faculty, students, staff, industry etc.) in the institute. How in their opinion, can they add value to their work concerning the respective stakeholder?

Below is a sample of what some of them said:

- The faculty members could adapt technologies to enhance their teaching effectiveness and give more time to expand the course content and deepen the knowledge sharing by adapting "Flip classroom" like concept.
- Like students, staff should also get access to recorded course and learn their chosen area subject in the available time to them.
- Every task should be allocated to concerned employees with a specific deadline.

Everyone in the channel should complete the work within specified TAT. This will enhance the efficiency of our Institute and in turn result in satisfied stakeholders.

2.0 Summary of Alumni Feedback

A web-based survey (see Annexure 4) was conducted to seek feedback from the alumni on the draft strategy document. Apart from the survey, a separate response sheet came from previous batches, which could be viewed from the link: \

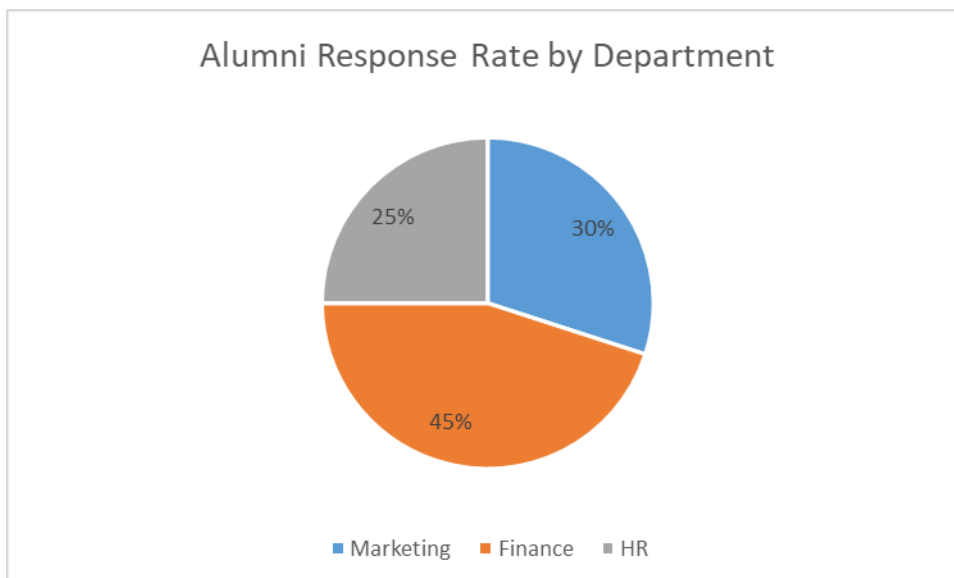
Link

The data presentation of the alumni survey questionnaire is discussed below.

Online Survey-Alumni Response Rate

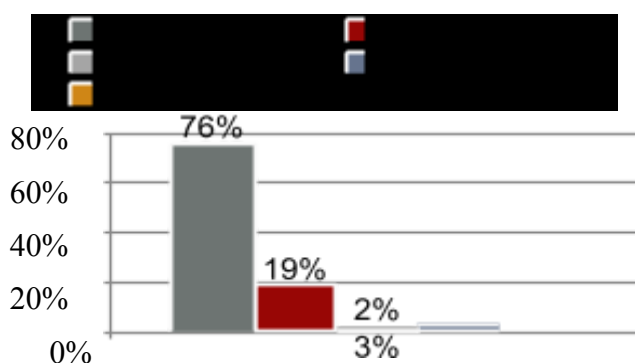
There were a total of 28 completed alumni responses from the web-based survey. The respondents range from the batch of 2010 to 2022.. Figure 4.1 illustrates the total number of alumni who responded to the survey by the department they belonged to. Most of the alumni who responded to this survey were from the Department of Marketing (45%), followed by Finance (30%) and HR (25%) respectively.

Figure 4.1 Alumni response rate, by department



Alumni Satisfaction as a Student at PIBM

Figure 4.2 Response on alumni experience as a student at PIBM



The next question asked on the survey instrument was "How would you rate your experience as a student at PIBM?". It was responded on a five point scale of "very satisfying, somewhat good, just okay, could be better and glad to be away". As reported in Figure 4.2, a highest of 76% respondent felt it was very satisfying, and 19% felt somewhat good.

Overall, most alumni were satisfied with their experience at PIBM as a student.

Alumni's Involvement With PIBM

Figure 4.3a Alumni response on their level of connection with PIBM

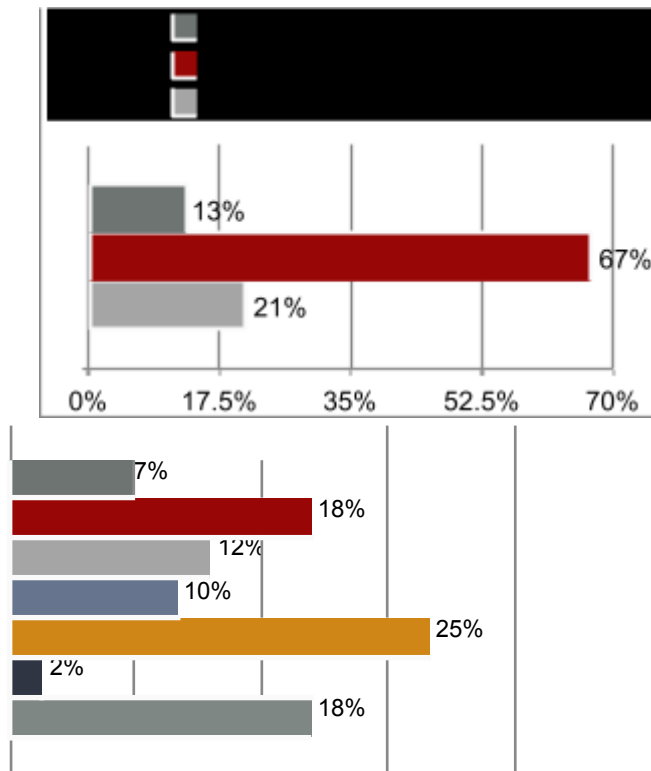
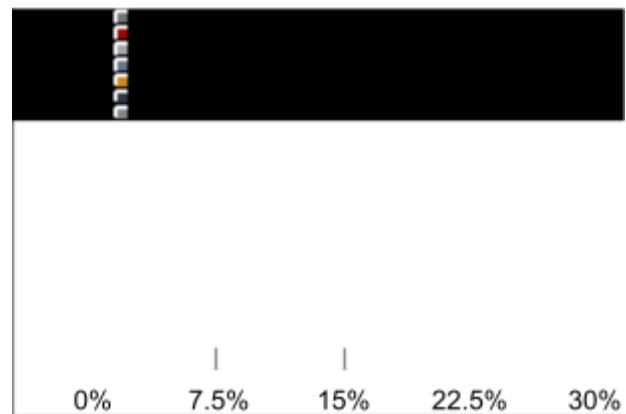


Figure 4.3b Alumni response on how alumni would like to connect with PIBM



The next three questions on the survey instrument touched directly upon alumni's present level of connection, their interest to remain connected and in what way they could connect to their alma mater. The first question asked the alumni "Today, how connected do you feel with PIBM?". The response received was on a three point scale of "extremely connected, somewhat connected and not at all connected". Approximately 67% of alumni responded that they are somewhat connected to PIBM, 21% are not at all connected and 13% seem to be extremely connected (see Figure 4.3a).

In the second question the respondents were asked if they "Would you like to be engaged with PIBM?", all the 28 alumni responded to the survey agreed to it.

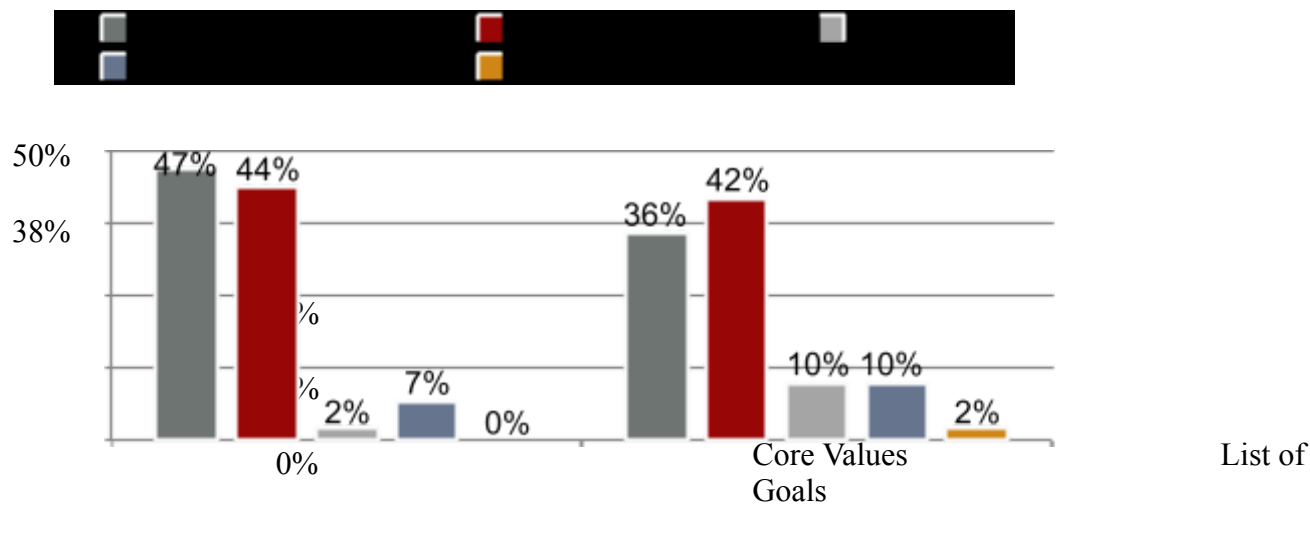
The third question asked was "how would you like to be connected to PIBM?". The question had multiple interest to which an alumnus could associate to remain connected to PIBM. As reported in Figure 4.3b, around 25% respondent are interested to associate with PIBM in their research activities followed by their interest in being engaged in alumni mentorship program (18%). Additionally, 18% of the alumni were interested in learning more about opportunities to connect with their alma mater.

Overall, the result interpret that most of the alumni are somewhat associated to PIBM but given a chance they all would like to be engaged with their alma mater. It was found that most alumni were interested to be associated with the research and development activities of the institute.

Agreement on Core Values and List of Goals

To get the response on the core values and the overall goals in the draft strategy document, respondents were asked two questions. The first question was “Would you agree with the core values that shape PIBM's vision and mission?” and the second question was “What is your response to the list of goals?”. As reported in Figure 4.4, the responses were captured on a five point likert scale of “strongly agree to strongly disagree”. Around 91% supported the core values that shaped the vision and mission statements of the institute. Only 7% respondent felt that they don't agree with it. Seventy-eight percent of the alumni agreed to the support of the list of goals, another 12% disagree and only 10% remained neutral.

Figure 4.4 Alumni agreement on the core values and the list of goals



Overall, the result shows that both the core values and the list of goals mentioned in the draft strategy document were supported by the alumni.

Comment Analysis:

Two questions were asked to know more about the opinion of the respondents on vision mission, core values and overall goals.

“Would you agree with the core values that shape PIBM's vision and mission?”

The core values were highly appreciated by many while many gave suggestions to add few more like pioneering, responsibilities, empowerment, innovation and creativity, social responsibility, agility, ethics and transparency and so on. The core value “empathy” was lauded but was suggested to bring in more clarity to the statement. Listed below are some of the sample comments given by alumni:

- The Core Values listed, while being unexceptionable by themselves, are well annunciated and comprehensive. If anything, taken all together, they seem to be over-ambitious. The danger is that in trying to achieve them together the available resources may get spread over-stretched. To be practical, they therefore need to be prioritized, or allotted weightage.
- I would like the description of the core value of empathy to be expanded to include elements of a humane attitude. When I say humaneness, I refer to a belief in equality, inclusiveness and justice, a spirit of tolerance and accepting differences etc. I also wish that a belief in the scientific method or rationalism was mentioned explicitly in the document ; it seems to be taken as implicit in the mention of technology, but might be better if it were explicitly mentioned. Since PIBM is the undergraduate degree for many students, the attitudes they imbibe here will hold them in good stead as citizens, irrespective of whether they continue in the domain of science & technology, or live in India or abroad
- While the institute has to focus on what it creates, I don't see either the faculty or student (who are two pillars of becoming what PIBM wants to become) part of the statements. While there is a mention of transforming students, it just talks about how they will transform students. It does not talk about what will a transformed student look like. From there will come how you will transform them. Similarly, what is meant by Leaders and what will a collaborating PIBM look like in the future. Coming to Core Values: Some of the Core Values description has gone into how you do it today. First thing should be of defining the con

cept itself. What do mean by each core value and how every aspect of PIBM (org, faculty, students, staff, etc) will showcase that. Its not about writing we give awards or have created an incubator. This is today's reality. Core Values should be timeless. They should not be bound as a definition. We don't even know what we will create in the next ten years. What all great leaps will PIBM make in the coming years. At that time, the current version of core values will not stand true. Specifically on Empathy: It is not about teaching students to be empathetic, it is about how in every essence of PIBM, empathy is practiced. As a core value, I also believe collaboration and Respect should be there.

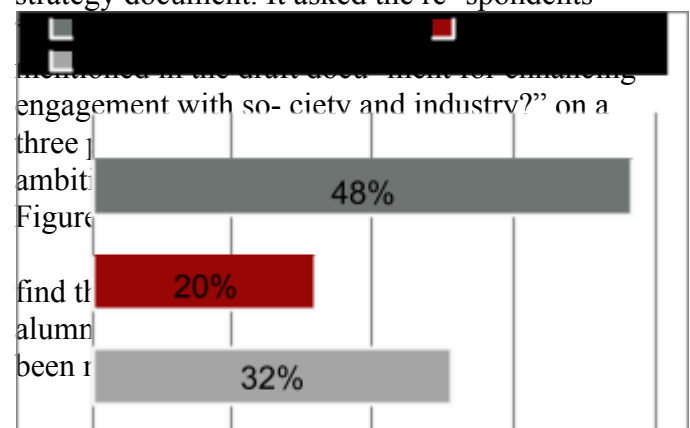
“What is your response to the list of goals?”

Alumni have remarked that the goals are found to be fairly conventional but over ambitious. Trying to achieve one may lead to the achievement of the other because the number of goals are many and overlapping. Thus its important to prioritize the goals in the process so that the resources doesn't get over-stretched. It is also important to make these goal quantifiable and measurable, and add timeline to the goals. It was suggested that alumni engagement with the institute is very important and must be explicitly mentioned in the document. Some of the sample comment are:

- The goals of an institution can go to define the goals of a nation. Ethics and Transparency in professional and personal conduct maybe considered as a significant goal in itself.
- I find the list of goals too long. Given the paucity of funding is it not the time to be much more selective on where should be investing for the future. If indeed the goal is to be transformative in a global context we need to have a clear sense of which few (maybe 2) areas we will be 'world class' and other areas where we will good/competent. Is it time to make choices? Go narrow and deep in a few technologies versus 'wide and shallow' in many?
- There needs to be some global or Asian benchmarks against which PIBM's performance will be, measured. Else, it will be difficult to develop an action-oriented strategy which if implemented well will take PIBM to the envisioned future. In many ways, that will defeat the very purpose of the visioning exercise.
- I would add " Creating Entrepreneures " as one of the Goals. I would also add an overall goal specifying " Global Ranking " For the many of the Goals defined , I feel that Targets are not vey ambitious. It should not so happen that we fall behind in Global Rankings even after achieving these Goals. This is best discussed in person.
- Some stress on learning to identify real life problems and ability to solve them as a team. Would like to see projects with teams from across departments and academic years working to solve problems and earn credits. Long term projects with continuity would result if team members are from across years (batches) working on formulating a problem, designing & implementation of solutions, including iterations. A team member from community where project is to be implemented would provide relevance and feedback

Engagement with Society and Industry
Figure 4.6 Alumni response on acceptance of action points of Goal 1

The next question asked on the survey instrument was related to the Goal 1 of the draft strategy document. It asked the re- spondents



find it to be too ambitious.
Overall, the result indicates that most of the

alumni accept the action points of Goal 1 and
find it to be realistic.

Comment Analysis:

What is your response to the action points mentioned in the draft document for enhancing engagement with society and industry?

- Emphasis on collaboration with local industries in the Pune belt, including both the start-up economy as well as mature industries has been advocated by alumni.
- Should target now 5 big success stories in next 5 years
- Active engagement with students for start-up based on their curricular projects/thesis
- Being pivotal in framing significant national educational policies (for higher education and secondary education)
- Professors should be encouraged to build partnerships with specific industries and take on real value add projects (not just R&D).

Broadening of Educational Areas

Alumni were asked “Should the institute continue to build upon its core strengths in the field of marketing, HR & Finance and broaden into areas such as Operations, Analytics, Fintech and International Management?”.

In the draft strategy document. The first question specifically asked to the alumni was “Should PIBM broaden its educational programs?”. A highest of 45% alumni warned PIBM that it must do so with caution, 32% said most certainly and 18% said that PIBM should sharpen its focus. Only 5% alumni said certainly not to broadening educational areas (see Figure 4.7a).

Figure 4.7a Alumni response on broadening educational areas

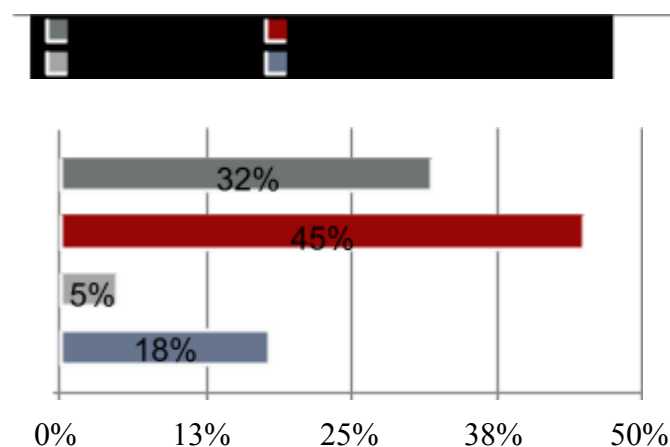
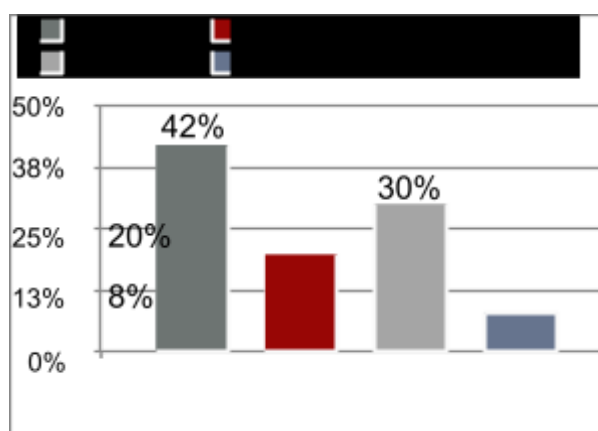


Figure 4.7b Alumni response on prioritizing new area



The second questions asked was about prioritizing new areas for broadening the educational programs. The new areas suggested in the draft document were Medicine, Fine-Arts, Architecture, Film-and-Media, Finance and Law. Figure 4.7b reported that Medicine (42%) got the highest priority followed by Finance (30%), Fine-Art and Architecture (20%) and Law (8%).

Overall, the result indicate that alumni wants broadening of PIBM into new areas, but need to plan carefully. The most prioritized area supported by alumni was Medicine followed by Finance.

Comment Analysis

Are there other directions that ought to be considered?

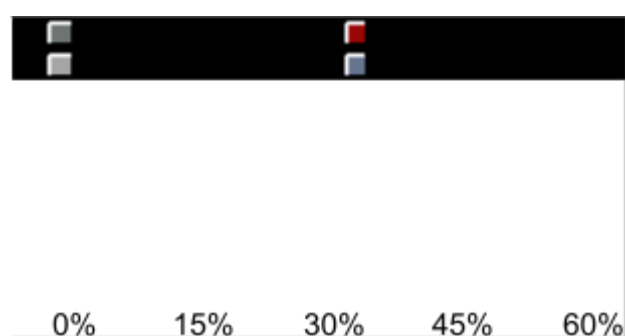
- Education must become interdisciplinary. Research and classroom courseware should become more 'applied' and practical as opposed to purely theoretical or abstract. Finance should be geared to electronic systems (bitcoins, security, authentication etc.) rather than theoretical banking etc...

- I believe even the 4 areas listed above should not be considered. The objective is not to offer all courses but a few where we can be world class and transformative. Instead of expanding the list we need to make hard choices even from what we do today.
- Would take up valuable resources that needs to be spent on strengthening our core mission.
- While expanding the scope of offerings, consideration should be given to the space available for infrastructure for academics & housing.

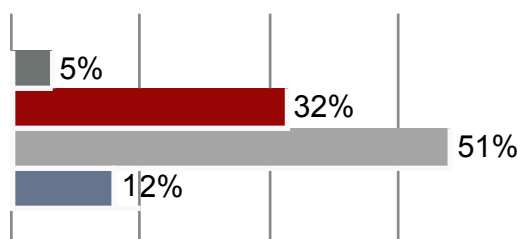
Infrastructure

This item on the survey instrument is related to Goal 3. PIBM now has 804 students, 75 faculty and 104 staff members on its rolls. On this context, alumni were asked to rate PIBM's effort to provide infrastructure. The responses were reported on a four point scale of “very adequate, reasonably good, could be improved and very inadequate”.

Figure 4.8 Alumni response on PIBM’s effort to provide infrastructure



The results in Figure 4.8 showed that 51% respondents think that the infrastructure could be improved and 32% think that it is reasonably good. However, 12% respondents feel that the infrastructure is very inadequate and only 5% feels that its adequate.



The overall result shows that most alumni feel the infrastructure of the institute need to be improved.

Comment Analysis

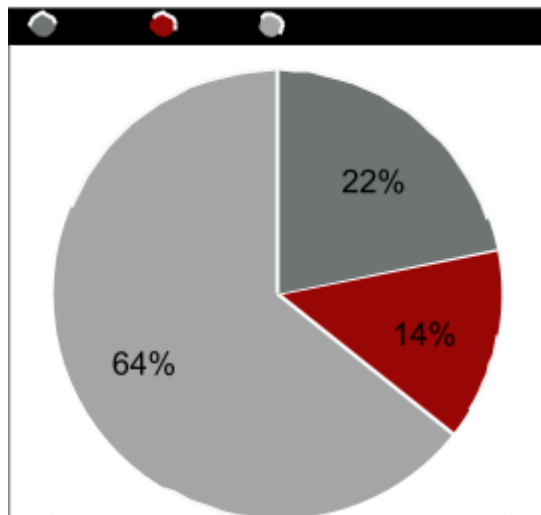
PIBM now has 804 students, 75 faculty and 104 staff members on its rolls. Rate PIBM's effort to provide infrastructure.

- Could be improved and MUST be improved- it now borders on "Very Inadequate". Good infrastructure is not a luxury, even for a third-world country. It is in fact a very necessary concomitant to producing consistently good quality results.
- World class infrastructure is critical to India's development and PIBM can set an example and lead.
- Increase reliance on networked communications/distance learning as opposed to physical infrastructure
- The older hostels are in a shabby condition - they need upgrading on priority. The main corridor is dilapidated – needs attention. The labs need upgradation. And so on....
- Do we have world class research facilities, and faculty, that would act as a strong magnet and attract top new and undergraduate students from all over the world?

- Increase peer to peer learning through projects with specialists focusing on research.
Undergraduate assistants working on research projects would inculcate affinity for research leading to quality input for post graduate research projects.

Innovation and Entrepreneurship

Figure 4.11 Alumni response on Innovation and Entrepreneurship



In the context of agreement with mission of PIBM of the draft document, the respondents were asked if PIBM is doing enough in its attempts to become a centre for creating future leaders and innovators. A three point scale of “yes, no and could be better” was used to measure the response. Sixty-four percent of the alumni said that it could be better, 22% agreed to it and 14% disagreed.

Thus, the result shown in Figure 4.11 indicates that PIBM could do a better job in its attempt to become a centre for future leaders and innovators.

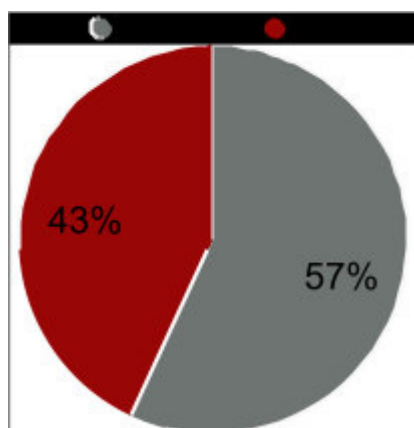
Comment Analysis:

. Is PIBM doing enough in its attempts to become a centre for creating future leaders and innovators?

PIBM nurtures entrepreneurial instincts of student or alumni and entrepreneurs. Now there are more and more alumni going the start-up way due to the incentives by the Government like Make in India and so on. PIBM must come up with more initiatives. It should not be measured in terms of financial success always, the focus could be on benefits to community and society. Institute should re- look at criteria for success, besides financial.

Global Ranking

Figure 4.13 Alumni response on targeting PIBM in world ranking



As the institute is vying to become one of the top management colleges in the country, in this context students were asked if “The institute document must explicitly mention that PIBM should target to be one of the top Institutes in management?”. It was measured on a dichotomous scale of “yes and no”. A highest of 57% alumni agreed and 43% disagreed (see Figure 4.13).

Overall, the result suggests that most alumni want PIBM should target to be one of the top institutes in the world university list.

How would you rate your experience as a student at PIBM

This was the last question asked to the alumni. The experience shared are as follows:

- We were fortunate, being one of the early batches (2010). The facilities were brand new and far superior to those available at other similar institutions, the faculty was excellent and dedicated, the hostels were new and in good condition and we were one to a room. All in all, some of the best years of my life.
- Excellent. It inculcated curiosity, the confidence to excel and a deep desire to explore because I was thrown into the midst of brilliant students and brilliant teachers. The lab facilities and library were good
- Campus life was most beneficial. Peer group interactions were more informative than classroom lectures.
- We had great teachers who inspired us. The ambience, bonhomie made PIBM an unforgettable experience for me
- The experience was good in-terms of the faculty, students etc. which helped us learn so much. In terms of facilities there were a lot of gaps which seem to have improved recently.
- I enjoyed my stay at PIBM and formed valuable friendships. But, as far as learning is concerned, my time at Stanford university was so much more enriching.
- 'Superb' is the accurate word for my experience at PIBM, 'very satisfying' isn't quite expressive enough.
- The extracurricular activities played a big role in shaping us as human beings. Do not neglect them.

Personally I have the similar core values that have been mentioned in this document and felt (and continue to feel) indebted to PIBM and the nation. There was only one issue during my student days... food in the mess. This seems to be taken care of now.

- A lot of learning happens in the community outside the classrooms on campus. Students staying outside campus would be detrimental to holistic learning.
- But I am from the late vintage and the situation now could be dramatically different.
- The best and most educational Two years of my life from an academic as well as life experience point of view.
- Social interaction which was a plus point has reduced due to the internet.

3.0 Focus Group Discussion with Different Stakeholder Groups of PIBM

Apart from online surveys, a series of focus group discussions (see Annexure 5) with different stakeholders took place. These are,

- Director's open house with students
- Discussion with Fellow of Academies
- Discussion among the young faculty
- Special department faculty meetings
- Interactive session among staff members
- Discussion among female students, staff and faculty

Highlights of Open House with Director

A student open house with the Director was conducted on 4th February 2022 at the Auditorium at 8.00 P.M. Around 100 MBA & PGDM students attended the session. The session proceeded with a presentation made by Director, Dr. Manish Godse on the draft strategy document followed by a discussion among the students on the various aspects of the draft document. The **highlights** of the discussions and suggestions by students are mentioned below.

- Proper redressal procedure to handle students issues
- Safe working condition for the contract worker such as providing safety equipments, proper standards, medical access etc
- Good spread of courses so that students won't be forced to take irrelevant courses
- Recruit faculty across department in same subject
- Peer counseling among students as students for mentoring are not trained properly
- Not to focus only on gender diversity, rather address social diversity in general
- Enhance facility in Research Park to benefit students
- Students to actively participate in green campus development
- Enhance single room for all students and accommodation for married scholars
- Develop plans to tap the UGs who leave PIBM and join other institutes
- Update curriculum to reach out to core companies
- Periodic student satisfaction survey

5.3 Highlights of Discussion Among Young Faculty

A meeting was arranged on 22nd January 2022 with all the young faculty of PIBM (who joined the institute post January 2017) to discuss (A) suggestions to change things in PIBM to make it better and (B) the draft strategy document. Prof. Poornima Sehrawat moderated the session and Director, Dr. Manish Godse attended this meeting as an observer.

5.3.1 Suggestions to change things in PIBM to make it better

This was discussed under four very relevant aspects which is of importance to the faculty members in PIBM. These are Research, Teaching, Education and Administration, and Infrastructure/Facilities/Others.

Research

- Assist incoming faculty kick start their research careers
- Enhance opportunities and facilities for collaborative research
- Provide more internal research funding to achieve long term research goal
- Improve student and researcher pool
- Administrative/Technical/Financial support for research
- Minimum admin load on new faculty
- Availability of “research orientation handbook”

Teaching and Education

- Periodic update of curriculum
- Fluidity in course selection between departments
- Increase in student should commensurate teaching and infrastructural resources Fund allocation for innovative teaching
- Teaching to be rewarded in more ways
- Teaching load to reduce to no more than three hours a week
- More TA support
- Work on class size, interactive session for best practice amongst colleagues

Administration

- Simplify admin procedure (more to do with ‘faculty-admin’ interface and not ‘back-end’ & ERP as mentioned in the document)
- Freedom to individual departments to aid recruitment of good students/scholars and at- tempts to make the procedure simpler
- Provide support of office staff for faculty for filling various forms
- Need faster and streamlined purchasing and procurement

Infrastructure/Facilities/Others

- Orientation program, faculty mentorship program, updated faculty hand book
- Yearly meeting with Director and Deans
- Improve hospital infrastructure
- Better housing facility
- Regular evaluation and assessment of current infrastructure to sustain current programs
- 360 degree evaluation and feedback of all faculty and administration
- Ensure safety and improve campus life at all level

5.3.2 Suggestions on Draft Strategy Document

- The absence of timelines, clear action plans and priority of goals was considered. It was thought that the document focuses more on INDUSTRY and should rather focus on the need of SOCIETY at large.
- Core value, EMPATHY was debated and needs further clarification.

5.5 Highlights of Special Department Faculty Meetings

A series of DFMs were conducted in different Departments, Centre's and Schools. A total of 3 different academic units participated in this process (see Annexure 1). The objective of these special DFMs was to discuss the draft strategy document. Hence, the summary reports the highlights of the meetings as per the different sections mentioned in the draft strategy document.

5.5.1 Goal 1: To provide competency based training and ensure employability of students

- Need to introduce new certifications
- Need to improve placement packages and profiles
- More number of live projects should be given
- JD based training manuals need to be prepared
- Comprehensive mentoring program

5.5.2 Goal 2: To ensure strong Academic-Industry linkage

- Actively involving corporate members in curriculum design and evaluation of students
- Every year corporate events need to be organized for various sectors
- Corporate members should be actively involved in training faculty members

5.5.3 Goal 3: To ensure knowledge dissemination through Consulting, research and Industry representation centres

- Faculty members need to be motivated and trained to publish high quality research papers
- Students need to be motivated and trained to publish research papers
 - Highly robust consulting policy needs to be made
- Industry representation centre needs to be incorporated in the institute

5.5.4 Goal 4: To enhance student participation and reach

- Student should be actively encouraged for various curricular activities
- Highly vibrant student committees need to be established
- Increase in the number of student publications in various forums
- Increase in the success stories of students receiving awards in various competitions
- Active feedback committee should be established for handling student grievances

5.5.5 Goal 5: To get recognition by accreditation and ranking

- Institute should target to be among the top 50 institutes in various national rankings like NIRF, Business Today, Outlook, Times B School etc
- Institute should target to achieve higher grade in NAAC accreditation

5.5.6 Goal 6: To develop and adopt advanced education technology for student learning and administration

- Institute should develop an advanced LMS system for student learning and evaluation.
- Institute should develop online course content and apps for students

- Institute should purchase required soft wares like Bloomberg, SPSS, Turnitin
- Institute should have adequate IT infrastructure and various subject labs for the betterment of the students.

5.5.7 Goal 7: To associate with Indian and global industry as well as social organizations and collaborate for mutual benefits

- Special focus should be given to various student and faculty exchange from various national and international colleges
- Should focus on collaborating with various Indian and global academic institutes
- Focus should be on FDPs

5.5.8 Goal 8: To become a better workplace for employees by focusing engagement and development of employees.

- Should have well defined HR policies
- Focus on getting the best talent with highly competitive compensation
- Should get the faculty trained from global academicians and corporate professionals
- Provide facilities to staff such as food, transportation

5.6 Highlights of Interactive Session Among Staff Members

- staff members was raised.
-

4.0 Summary of Findings

In contacting stakeholders of PIBM from July 2021 till February 2022, the *Stakeholder Feedback* became an ambitious attempt to portray the honest perceptions of student, faculty, staff and alumni about themselves, their relationship with PIBM and their expectations from the institute. Respondents were found to be satisfied with many aspects of the functioning of the institute and have also criticized and given suggestions on how to improve it. The data suggests considerable variation in their experiences, characteristics and opinions. Most respondents took interest to draft optional, open-ended responses to the survey, this shows an overall impression of a very frank opinion of the stakeholders.

The survey has negative responses on faculty-student interaction and academic advising.

Many have suggested that having more joints and hubs in the campus and projects with the faculty will enhance interaction. PG students feel that the role of the Guide needs to be changed and more coursework which are relevant to our society be introduced. The courses need to be at par with the industry requirement. The social life is considered very low amongst the students, especially the PGs as their academic commitment takes away most of their time. Few PGs students have suggested making extracurricular activities compulsory to enhance social interaction. Students want more courses and programs in interdisciplinary studies and liberal arts subjects to be introduced. Additionally, the students have shown their interest in developing the campus sustainably.

Results from the *Faculty Feedback* show their satisfaction with their job at PIBM. They are particularly satisfied with their research and teaching work and not much satisfied with the administrative work assigned to them. Many of the department have asked secretarial staff as paperwork takes away most of their time from research and teaching. They are satisfied with the

resources provided by PIBM but feel that PIBM could do better in improving the support for outreach activities. Along with the student, they too agree that the student-faculty interactions have been reduced and are worried about the ethically challenged students.

Fifty percent of faculty believe in broadening education into new areas but are sceptical about it, the reason mainly being, whether the current infrastructure and financial resources will be able to sustain the introduction of the proposed programmes. A regular evaluation and assessment have been suggested which will help in terminating the programmes with poor performance and enhance the programmes doing well or introduce new programmes. In general, they believe that the present infrastructure requires improvement and have shown a great concern toward the institute's housing and infrastructural support to the students. Implementation of New Education Policy 2020 is encouraging through introduction of Flexible Credit Mechanism, Multidisciplinary Approach, SCPS methodology, JD based Training have shown positive results amongst students & faculty.

They perceive that PIBM needs to be truly autonomous (financially as well) in all sense and should constantly devise methods to augment resources. Regarding research at PIBM, many believe that we must look around us for the problems that exist in our society and work towards that. This will also help our students to go beyond classroom teaching and learn from big projects like Million Solar Lamp etc. which will help bring out the innovators and entrepreneurs in them. Although gender diversity in the campus has been supported, a demand for a more diversified society in all aspects has been revealed in the DFMs meeting and meeting with young faculty. There is a consensus on the most part of the draft strategy document, and have provided criticisms and suggestions where necessary.

Results from *Staff Feedback* illustrate their satisfaction on their job primarily due to the community life and the facilities that they could able to avail from the campus. They are likely to recommend others to work in PIBM. However, they feel that PIBM could do more in helping them pursue learning and professional development opportunities and recognise their job contribution to the institute. The performance review process was blamed for not being standardized. Gender equality at the workplace has been perceived to be fair in all aspects such as social interactions, employment and promotions. The report show that the grievances need to be handled more carefully in the institute. The staff focus group meeting revealed that there is no proper delegation of work portfolio to the staff members and the job profile is not clearly defined on transfer of a staff member to another department/ section. There was an overall consensus on the content of the draft strategy document.

Results from *Alumni Feedback* confirms their satisfaction towards their experience as a student in PIBM. However, it also shows that most of the alumni are not well connected with the institute and would like to be involved with their alma mater. Maximum alumni want to be associated with the R & D activities that are going on at PIBM. Hence, the institute must take more effort to build this relationship stronger. They have strongly said that the students here deserve better infrastructure. Most of them had the advantage of enjoying a better infrastructure during their own time. PIBM should enhance its R&D activities with its immediate neighboring industry and society. the institute must put effort to seek funds from alumni, corporates and other research institutes. That will also help developing research collaborations. Alumni seem to be enthusiastic with the broadening of education but have cautioned to consider the space and infrastructure available for academics & housing. They perceive that International students will enrich the campus and will boost the global ranking. However they have also shown concern that it should not be done at the cost of Indian students and have cautioned PIBM about the poor infrastructure to be the barrier to

this effort. PIBM should do more for its entrepreneurial activities by setting up more initiatives. They want more females in the campus but not compromising on the quality of the students. PIBM should devise ways to make studies at PIBM lucrative by reaching out to female prospective students. Overall, the draft was perceived to be over-ambitious where the resources may get overstretched if the goals are not prioritized and planned properly.

One common question “Should the Institute document explicitly mention that PIBM should target to be one of the top Institutes in Management?” was asked to all the stakeholders. Approximately 75% students agreed to it and 25% students disagreed, whereas 53% faculty members disagreed and 43% agreed to it, 83% staff agreed to it and 17% disagreed and finally 57% of the alumni agreed to it and 43% disagreed. It is to be noted that majority faculty members don't want this. The reason for asking this question is the recent NIRF ranking and the world ranking which has stirred the educational institutes. Even PIBMs, in spite of their high calibre, could not reflect well in the international rankings. The reason for lagging behind is mostly the 40% score on the “global perceptions” as one of the criteria for global ranking, that we have never worked for. However, there has been debate among faculty whether PIBM really wants to do this? Maybe the obsession with global ranking should be done away with, and an enhancement in academic quality and quality for academic experience for students and faculty will automatically attract international students and enhance the global ranking of the institute.

Based on the results and findings, the recommendations and action plans will be modified in the Final Strategy Document for the year 2022-27.

For additional information about this report, contact the email id: pspc@PIBM.ac.in

Questionnaire Annexure 1 Students

Name

Program MBA PGDM

Year of Study First Year Second Year

Specialization

Q.1 Satisfaction with the academic support services provided by PIBM?

Highly Satisfied

Satisfied

Neutral

Dissatisfied

Highly Dissatisfied

Q.2 PIBM's curriculum is in line with current industry trends and management practices?

Highly Aligned

Aligned

Neutral

Misaligned

Highly Misaligned

Q.3 Student engagement in extracurricular activities and clubs at PIBM?

Highly Engaged

Engaged

Neutral

Disengaged

Highly Disengaged

Q.4 Is PIBM involved in and supportive of environmental sustainability initiatives?

Highly Involved and Supportive

Involved and Supportive

Neutral

Not Involved

Highly Not Involved

Q.5 Community engagement projects or social impact initiatives facilitated by PIBM?

Highly Facilitated

Facilitated

Neutral

Not Facilitated

Highly Not Facilitated

Q.6 How beneficial do you think an on-campus hostel would be for your overall college experience and convenience?

Very Beneficial

Beneficial

Neutral

Not Beneficial

Not at all Beneficial

Q.7 How do you feel about the concept of having a smart campus to enhance your learning and overall college experience?

Very Positive

Positive

Neutral
Negative
Very Negative

Q.8 How well do you think our job description-based training aligns with industry requirements to prepare you for your future career?"

Very Well Aligned
Well Aligned
Neutral
Not Aligned
Not at all Aligned

Q.9 Mentoring Program: "In your opinion, how valuable is the mentoring program in guiding and supporting you in your academic and professional growth within the SCPS framework?"

Extremely Valuable
Very Valuable
Moderately Valuable
Not Valuable
Not at all Valuable

Q.10 "How effective do you find our teaching methods, including SCPS and other practical training initiatives, in preparing you for employability?"

Very Effective
Effective
Neutral
Ineffective
Very Ineffective

Q.11 "To what extent do you feel encouraged to actively participate in various corporate events, workshops, and international conferences?"

Highly Encouraged
Encouraged
Neutral
Discouraged
Highly Discouraged

Q.12 "How strongly do you perceive the academic-industry linkage in your learning journey, including corporate panels and evaluation done by industry experts?"

Very Strong
Strong
Neutral
Weak
Very Weak

Q.13 "In your experience, how well are we utilizing technology for your learning, including the LMS system and digital content?"

Very Well Utilized
Well Utilized
Neutral
Poorly Utilized
Very Poorly Utilized

Q.14 How supportive do you perceive the institute in terms of encouraging and supporting students interested in entrepreneurship and innovation?

Very Supportive

Supportive

Neutral

Not Supportive

Very Not Supportive

Q.15 Online platforms for virtual classes and discussions are accessible and functional.

Highly Accessible and Functional

Accessible and Functional

Neutral

Not Accessible

Highly Not Accessible

Annexure 2
PIBM Faculty Survey Questionnaire

Name

Department

Designation

A report on stakeholders(Faculty Feedback)on draft strategy document)

Q1. The current classroom facilities adequately support effective academic sessions.

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.2 Online platforms for virtual classes and discussions are accessible and functional.

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.3 Adequate support is provided for conducting academic research, including access to databases and journals.

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.4 Teaching aids, such as projectors and whiteboards, replaced with smart boards are readily available and functional in classrooms.

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.5 Resources for updating course materials and staying current with industry trends are provided. (by conducting subject reviews from guest faculties of top prestigious institutes every semester)

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.6 Thoughts on the ongoing implementation of the National Education Policy (NEP) 2020

within our institution?

Very Positive
Positive
Neutral
Negative
Very Negative

Q.7 How do you perceive the impact of introducing a flexible credit mechanism on the academic experience for our students?

Very Positive
Positive
Neutral
Negative
Very Negative

Q.8 In your perspective, how well does the incorporation of a multidisciplinary approach align with the educational goals and standards of our institution?

Highly Agree
Agree
Neutral
Disagree
Highly Disagree

Q.9 To what extent do live projects contribute to students' practical skill development within our SCPS framework?

Very High Contribution
High Contribution
Moderate Contribution
Low Contribution
Very Low Contribution

Q.10 How well does our job description-based training align with industry requirements to prepare students for their future careers?

Very Well Aligned
Well Aligned
Partially Aligned
Not Aligned
Very Not Aligned

Q.11 In your opinion, how valuable is the mentoring program in guiding and supporting students in their academic and professional growth?

Extremely Valuable
Very Valuable
Moderately Valuable
Not Valuable
Not at all Valuable

Q.12 To what extent do you perceive our teaching methods aligning with competency-based training for enhancing student employability?

Very High Alignment
High Alignment
Moderate Alignment
Low Alignment
Very Low Alignment

Q.13 How would you evaluate the effectiveness of the Sector Company Product and Service pedagogy (SCPS) in bridging the gap between theoretical knowledge and practical skills?

Highly Effective
Very Effective
Moderately Effective
Not Effective
Not at all Effective

Q.14 How well do you think we are leveraging advanced education technology, including our LMS system, for student learning and administration?

Very Well
Well
Moderately Well
Poorly
Very Poorly

Q.15 To what extent do you believe our efforts contribute to the goal of enhancing overall quality through accreditation and rankings?

Very High Contribution
High Contribution
Moderate Contribution
Low Contribution
Very Low Contribution

Annexure 3

PIBM Staff Survey Questionnaire

Name

Department

Designation

Q.1 How satisfied are you with your current role at PIBM?

Very Satisfied

Satisfied

Neutral

Dissatisfied

Very Dissatisfied

Q.2 How satisfied are you with the facilities provided at PIBM?

Very Satisfied

Satisfied

Neutral

Dissatisfied

Very Dissatisfied

Q.3 On a scale of 1 to 5, how likely are you to recommend PIBM as a good place to work?

1 - Not likely at all

2 - Unlikely

3 - Neutral

4 - Likely

5 - Very likely

Q.4 To what extent do you feel supported in pursuing learning and professional development opportunities at PIBM?

Very Supportive

Supportive

Neutral

Not Supportive

Not at All Supportive

Q.5 How satisfied are you with the opportunities for career advancement or promotion within PIBM?

Very Satisfied

Satisfied

Neutral

Dissatisfied

Very Dissatisfied

Q.6 Do you feel that your inputs and references are considered in decision-making processes at PIBM?

Always

Often

Occasionally

Rarely

Never

Q.7 How satisfied are you with the current communication channels within PIBM?

Very Satisfied

Satisfied

Neutral

Dissatisfied
Very Dissatisfied

Q.8 How satisfied are you with the process and resolution of grievances within PIBM?

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied

Q.09 How satisfied are you with the available health and wellness amenities at PIBM?

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied

Q.10 How satisfied are you with the overall infrastructure facilities provided at PIBM?

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied

Annexure 1 Old PIBM Students' Survey Questionnaire

1. What degree are you pursuing at PIBM?
 - MBA
 - PGDM
2. Your gender
 - Male
 - Female
3. Your department
[Text Box]
4. Year of study at PIBM
[Text Box]
5. What is your perception about yourself? (Tick all that you feel are appropriate)
 - Academically oriented
 - Research oriented
 - Cultural/Sports/Social or other extra curricular activities oriented
 - Leadership activities (PoR etc) oriented
 - Other
6. Overall, how satisfied are you with your experience as a student at PIBM?
 - Highly satisfied
 - Just satisfied
 - Not at all satisfied
7. How likely are you to recommend PIBM as a good place to study?
 - Extremely likely

- Likely
 - Not at all
8. How would you rate the following aspects of your educational experience: (1=Excellent, 2=Very Good, 3=Good, 4=Fair, 5=Poor)
 - Quality of the teaching faculty
 - Course availability
 - Academic advising
 - Access to teaching faculty
 - Fellow students' academic ability
 - Academic reputation of the Institute
 9. Do we have enough hubs in the institute where students and faculty can interact casually, outside of class?
 - More than enough spaces, just not utilised well
 - Not many places that promote such an interaction
 - No such place
 10. Is there anything else you'd like to share about your level of satisfaction with your educational experience
[Text Box]
 11. How would you rate the following services/facilities at the Institute: (1=Excellent, 2=Very good, 3= Good, 4=Fair, 5=Poor)
 - Campus
 - Class-rooms
 - Laboratory facilities
 - Library
 - Parking
 - Public transportation
 - Hostel
 - Food services
 - Sports and fitness facilities
 - Career counselling and placement
 12. Is there anything else you'd like to share about your level of satisfaction with the Institute support services and facilities
[Text Box]
 13. How would you rate the following aspects of student life at the Institute: (1=Excellent, 2=Very good, 3=Good, 4=Fair, 5=Poor)
 - Sport and recreational facilities
 - Student bodies/organizations
 - Student diversity
 - Campus safety
 - Extracurricular activities
 - Student safety
 - Social life
 14. Is there anything else you'd like to share about your level of satisfaction with your campus life?
[Text Box]
 15. Should PIBM have more department components in first year of P curriculum to provide a

better introduction to department engineering at the very early stage? (to be responded by UGs only)

- Yes
- No
- Neutral

16. Should UGs have more computational/programming component in UG curriculum (by having more tutorials that involve computations? (to be responded by UGs only)

- Yes
- No
- Neutral

17. Should inter-department dual degree programmes (say bachelor's in mechanical, masters in IEOR) be introduced and allowed for all departments to provide a greater width of engineering education?(to be responded by UGs only)

- Yes
- No
- Neutral

18. Should UGs be allowed to do long term (few semesters) research projects for credits - with the number of credits proportional to work done? (to be responded by UGs only)

- Yes
- No
- Neutral

19. Suggest how these long-term research projects can be evaluated. (to be responded by UGs only)

[Text Box]

20. Suggest how these long-term research projects can be evaluated. (to be responded by UGs only)

[Text Box]

21. How strongly do you feel the role of the guide (for Masters and students) needs to be redefined?
- Don't feel so at all
 - Strongly feel so
22. How do you feel we can make PIBM students much more in sync with industrial requirement?
- [Text Box]
23. How strongly do you feel that the role of the faculty adviser be redefined?
- Don't feel so at all
 - Strongly feel so
24. Please provide your inputs on faculty-student interaction and ways to improve upon them.
- [Text Box]
25. How strongly do you agree that we should have more humanities and social science component in our engineering degree?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
26. Should the institute continue to build upon its strengths in the field of Engineering and technology or should we be broadening into areas such as Medicine, Acting, Music, Direction, Architecture etc?
- [Text Box]
27. How would you rate the quality of research in PIBM?
- Extremely competent
 - Moderately competent
 - Not at all competent
28. Should we as an institute aim at self sufficiency in terms of energy and recycling waste?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
29. Should the institute implement water harvesting and conservation systems in the institute?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
30. How strongly do you agree that the campus is clean?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
31. How would you rate the quality of hostel life?
- Extreme satisfaction

- Moderate satisfaction
- Neutral

- Moderate dissatisfaction
 - Much below par
32. What suggestions would you give to improve the hostel life?
[Text Box]
33. How strongly do you agree that the institute library provides a conducive environment for learning?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
34. If you had a chance to implement changes in the structure and functioning of library, what would that changes be?
[Text Box]
35. Given the space constraints, can you identify some places which can be converted into such hubs?
[Text Box]
36. Do you think that Academic honesty is there among students?
- Yes
 - No
37. What do you think are the reasons due to which students get involved in various academic malpractices?
[Text Box]
38. How can we encourage ethical behaviour among students?
[Text Box]
39. How do we cater to an all-round development of such students through engagement in institute life?
[Text Box]
40. What should the institute do to promote entrepreneurship?
[Text Box]
41. The subject rank in QS world ranking for Engineering and IT is 52. Should the institute document explicitly mention that PIBM should target to be one of the top Institutes in Engineering and IT.
- Yes
 - No
42. If so, what is the rank PIBM should aspire for? [Text Box]
43. Any other ideas, suggestions or comments on any questions asked are most welcome [Text Box]

*****THANK YOU*****

Annexure 2
PIBM Faculty Survey Questionnaire

1. Your affiliation
 - Assistant Professor
 - Associate Professor
 - Full Professor
2. Gender
 - Male
 - Female
3. Name of the Department/Centre/School
[Text Box]
4. Place of residence
 - Inside the campus
 - Outside the campus due to personal choice
 - Outside the campus, desiring to stay inside
5. Overall, are you satisfied being a faculty member at PIBM?
 - Very satisfied
 - Somewhat satisfied
 - Neutral
 - Somewhat dissatisfied
 - Very dissatisfied
6. Please rate your satisfaction with the following aspects of your work at PIBM. (1 is Very satisfied, 2 is Somewhat satisfied, 3 is Neutral, 4 is Somewhat dissatisfied, 5 is Very dissatisfied)
 - Teaching
 - Research
 - Administrative responsibilities
7. Do you agree with the vision statement of PIBM?
 - Yes
 - No
 - Not sure
8. Do you agree with the mission statement of PIBM?
 - Yes
 - No
 - Not sure
9. The document lists FIVE core values adopted by the institute. Do you agree with them?
 - Yes
 - No
 - Not sure
10. The document highlights NINE goals to achieve the vision of becoming a leading educational institute. Do you broadly agree with the goals?
 - Yes
 - No
 - Not sure
11. Are you satisfied with the resources PIBM provides to engage with society and industry?
 - Very satisfied

- Somewhat satisfied
- Neutral
- Somewhat dissatisfied

- Very dissatisfied
12. The vision documents FIVE action points under this goal. Do you agree with them?
 - Yes
 - No
 13. The vision document suggests adding new disciplines such as medicine, finance, law, fine arts and architecture, film and media. Do you agree with it?
 - Yes
 - No
 14. Please rate your satisfaction with the following resources that PIBM has provided to support the following activities. (1 is Very satisfied, 2 is Somewhat satisfied, 3 is Neu- tral, 4 is Somewhat dissatisfied, 5 is Very dissatisfied)
 - Teaching
 - Research
 - Outreach activities
 15. PIBM now has 10,000 students, 600 faculty and 1225 staff members on its rolls. Rate PIBMs effort to provide infrastructure.
 - Very good
 - Reasonably good
 - Need improvement
 16. Do you agree that the out-of-class contact with undergraduate students is decreasing?
 - Yes
 - No
 17. If yes to the above question, then suggest ways to strengthen out of class interaction between faculty and student.
[Text Box]
 18. Are you satisfied with the facilities provided to the Ph.D students, such as housing, lab & office space, library and computer facilities?
 - Yes
 - No
 19. The document discusses ways to improve support for research projects. Do you agree with the suggestions?
 - Yes
 - No
 20. In your opinion, does PIBM have adequate infrastructure to provide students (BTech, MTech and) with an excellent (overall) student experience?
 - Yes
 - No
 21. Do you believe that the ethical standards amongst the students is a concern for the institute?
 - Extreme concern
 - Moderate concern
 - Somewhat a concern
 - Slight concern
 - Not at all a concern
 22. Currently, PIBM receives a significant part of its fund from the MHRD. Should PIBM at-tempt to broaden its funding base?
 - Excellent idea
 - Good idea

- Not sure
- Seek additional government funding

23. Should PIBM seek to attract international students and faculty?

- Would be enriching

- No strong opinion
 - No
24. Do you broadly agree with the four major steps to improve the research quality of PIBM?
- Yes
 - No
25. Do you broadly agree with the action points for creating future leaders/innovators?
- Yes
 - No
26. SIX action points have been listed to enhance gender diversity among students, staffs, and faculty. Do you agree with them?
- Yes
 - No
27. The subject rank in QS world ranking for Engineering and IT is 52. Should the institute document explicitly mention that PIBM should target to be one of the top Institutes in Engineering and IT.
- Yes
 - No
28. If so, what is the rank PIBM should aspire for? [Text Box]
29. Additional remarks on any. Please elaborate it here.
[Text Box]

*****THANK YOU*****

Annexure 3
PIBM Staff Survey Questionnaire

1. Category of employment
 - Class A
 - Class B
 - Class C
2. Gender
 - Male
 - Female
3. Place of residence
 - Inside the campus
 - Outside the campus due to personal choice
 - Outside the campus, desiring to stay inside
4. How many years have you worked at PIBM?
 - 1-5 years
 - 6-10 years
 - 10-20 years
 - 21 years and more
5. Do you have supervisory responsibilities?
 - Yes
 - No
6. If "Yes" to Q 7, then answer the following: (1 is Very satisfied, 2 is Somewhat satisfied, 3 is Neutral, 4 is Somewhat dissatisfied, 5 is Very dissatisfied)
 - Is there is a healthy superior-subordinate relationship?
 - Are you happy with your involvement in decisions that affect your work?
 - Do you get an opportunity to contribute to the growth of PIBM?
 - Do your subordinate employees have a clear understanding of their roles and responsibilities?
 - Is the placement of the employees is as per the job requirements?
 - Is the workload distributed fairly in your department/section?
7. If "No" to Q7, then answer the following: (1 is Very satisfied, 2 is Somewhat satisfied, 3 is Neutral, 4 is Somewhat dissatisfied, 5 is Very dissatisfied)
 - There is a healthy superior-subordinate relationship?
 - How approachable is your supervisor?
 - How available to employees is your supervisor?
 - Are you happy with your involvement in decisions that affect your work?
 - How reasonable are the decisions made by your supervisor?
 - Does your supervisor respond constructively to the mistakes done by you?
 - Is the workload distributed fairly in your department/section?
8. Overall, how satisfied are you with your job at PIBM?
 - Very satisfied
 - Somewhat satisfied
 - Neutral
 - Somewhat dissatisfied
 - Very dissatisfied

9. Would you agree that PIBM does a good job of recognizing the contributions of staff?
- Strongly agree
 - Agree
 - Neutral

- Disagree
 - Strongly disagree
10. Does PIBM support you in pursuing learning and professional development opportunities?
 - Yes
 - No
 - Could be better
 11. Are you satisfied with the opportunities for promotion within PIBM?
 - Very satisfied
 - Somewhat satisfied
 - Neutral
 - Somewhat dissatisfied
 - Very dissatisfied
 12. Would you agree that your performance review is conducted on a regular basis?
 - Yes
 - No
 13. If yes, does your performance reviews provide you with useful feedback on your work?
 - Yes
 - No
 14. Would you agree that the facilities at the institute (accommodation, school, hospital, dues settled at the time of retirement, etc.) meet the needs of the employees?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 15. Are employee grievances fairly settled in the institute?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 16. Are women employees treated on par with their male counterparts in employment, promotions, and social interactions?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 17. If you are experiencing stress, tick the following source of stress? (tick as many you feel is the reason)
 - Financial matter
 - Own health ailments
 - Care of someone who is chronically ill, disabled or ageing in your family
 - No answer
 18. Did you have an opportunity to get a similar job outside PIBM?
 - Yes
 - No
 - Did not try

19. If yes to Q20, then what made you stay back in PIBM?

- Professional career advancement

- Working conditions and relations with PIBM community
 - Facilities at PIBM
20. How likely are you to recommend PIBM as a good place to work?
- Extremely likely
 - Likely
 - Not at all likely
21. Would you agree that the vision statement reflects what PIBM hopes to become in future?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
22. Would you agree that the mission statement clearly reflects PIBM's objective to be a global technology university?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
23. Would you agree with the strategic goals and objectives of PIBM?
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
24. Do you agree with the five core values (integrity, excellence, accountability, transparency and empathy)
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
25. There are different ways by which PIBM can engage with the society. Which of these would you prioritize?
- Provide solutions to social problems especially pertaining to our nearby environment (e.g., waste management)
 - Attempt to provide solutions to national issues
 - Attempt to provide solutions to problems that affect a large section of society (e.g., malnutrition)
 - Increase application based research
 - Increase industry collaborations
26. PIBM currently offers degrees in science and engineering, humanities, design and management. Should PIBM broaden its educational programmes?
- Most certainly
 - With caution
 - Should sharpen its focus

27. PIBM now has 10,000 students, 600 faculty and 1225 staff members on its rolls. Rate PIBM's effort to provide infrastructure.
- Very good
 - Reasonably good
 - Need improvement

28. In your opinion, does PIBM have adequate infrastructure to provide students (BTech, MTech &) for an excellent (overall) student experience?
- Yes
 - No
29. Currently PIBM receives a significant part of its funding from the MHRD. Should PIBM attempt to broaden its funding base?
- Excellent idea
 - Good idea
 - Seek additional government funding
30. Should PIBM seek to attract international students and faculty?
- Would be enriching
 - No strong opinion
31. On a regular basis you have been interacting/catering to many stakeholders (faculty, students, staff, industry etc.) in the institute. How in your opinion, can you add value to your work concerning the respective stakeholder?
[Task Box]
32. The subject rank of PIBM in QS world ranking for Engineering and IT is 52. Should the institute document explicitly mention that PIBM should target to be one of the top Institutes in Engineering and IT.
- Yes
 - No
33. If so, what is the rank PIBM should aspire for?
[Task Box]
34. Additional remarks (if any) [Task Box]

*****THANK YOU*****

Annexure 4

PIBM Alumni Survey Questionnaire

1. Would you agree with the core values that shape PIBM's vision and mission?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
2. Higher education in a developing nation with a very large population, has the additional challenge of prioritizing its objectives. Which of these would you prioritize?
 - To be transformative
 - To create leaders
 - Address problems faced by the nation and the world
3. What is your response to the list of goals?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
4. What is your response to the action points mentioned in the draft document for enhancing engagement with society and industry?
 - Realistic
 - Too ambitious
 - Should be more ambitious
5. PIBM currently offers degrees in science and engineering, humanities, design and management? Should PIBM broaden its educational programmes?
 - Most certainly
 - With caution
 - Certainly not
 - Should sharpen its focus
6. Medicine, Fine-Arts, Architecture, Film-and-Media, Finance and Law are new directions that could be broaden the education offered at the PIBMs. Which of these would you prioritize?
 - Medicine
 - Fine-Arts and Architecture
 - Finance
 - Law
7. Are there other directions that ought to be considered? [Text Box]
8. PIBM now has 10,000 students, 600 faculty and 1225 staff members on its rolls. Rate PIBM's effort to provide infrastructure.
 - Very adequate
 - Adequate
 - Could be improved
 - Very inadequate
9. Currently PIBM receives a significant part of its funding from the MHRD. Should

PIBM attempt to broaden its funding base?

- Excellent idea
- Good idea
- Maintain status quo
- Seek additional government fund

10. Should PIBM seek to attract international students and faculty?
 - Seek additional government fund
 - No strong opinion
 - No
11. SINE (Society for Innovation and Entrepreneurship) is one of the PIBM's initiative towards encouraging innovation and entrepreneurship. Is PIBM doing enough in its attempts to become a centre for creating future leaders and innovators?
 - Yes
 - No
 - Could be better
12. Has PIBM addressed gender diversity sufficiently?
 - Yes
 - No
13. In your opinion which are three key frontiers of knowledge that PIBM should have on its radar?
[Text Box]
14. In your opinion, what are we doing well and in what areas do we need to improve?
[Text Box]
15. The subject rank of PIBM in QS world ranking for Engineering and IT is 52. Should the Institute document explicitly mention that PIBM should target to be one of the top Institutes in Engineering and IT.
 - Yes
 - No
16. If so, what is the rank PIBM should aspire for? [Text Box]
17. How would you rate your experience as a student at PIBM?
 - Very satisfying
 - Somewhat good
 - Just okay
 - Could be better
 - Glad to be away
18. Today, how connected do you feel with PIBM?
 - Extremely connected
 - Somewhat connected
 - Not at all connected
19. Would you like to be engaged with PIBM?
 - Yes
 - No
20. If yes to Q19, then how would you like to be connected to PIBM? (Please tick as many as applicable)
 - I am interested in meeting PIBM students
 - I am interested in alumni mentorship program
 - I am interested in helping to support the activities of students
 - I am interested in helping to support the activities of my batch
 - I am interested in the research activities of PIBM
 - I am interested in participating in PIBM fundraising activities
 - I am interested in learning more about opportunities to connect with my alma

mater

21. Is there any additional feedback that you would like to offer? [Text Box]
22. About the respondent:

Name:
Occupation:
Your affiliation at your work place:
Gender:
Graduation year:
Department:

*****THANK YOU*****

Annexure 5

DFM SCHEDULE

Sl.No.	Date	Dept.	Observers
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			



Pune Institute of
Business
Management [PIBM]

Strategic Plan 2018-2023

Pune Institute of Business Management, Pune

Strategic Plan 2018-2023

Supplementary Document

PREAMBLE

Pune Institute of Business Management, Pune has developed strategic plan document in comprehensive consultation with its stakeholders during 2017-2018. The PIBM Strategic Planning Committee (PSPC) was formed in 2017 with people from Institute's key leadership position and the faculty. The draft strategy plan was developed by PSPC with vision, mission, goals and action points. The draft document was presented to Academic Advisory Committee and Department Program Committee and inputs were sought. This was further followed with stakeholder feedback, focus group meeting with corporate stakeholders, and feedback from new faculty members and alumnus. Strategic plan is significantly modified in consideration with feedback and inputs sought and then presented to the Board of Governors (BOG).

The suggestions from BOG were incorporated and final strategic plan was developed. PIBM strategic plan has 8 goals, action points and metrics. PIBM has developed strategic plan with participation methods by involving various stakeholders and it has ensured the excitement for achieving goals in future.

1. Vision Statement:

Pune Institute of Business Management for PGDM strives to achieve global identity through its innovative and unconventional methods and efforts to better the community by producing a skilled workforce with values, dynamism, **and entrepreneurial skills**. Our vision is to become the hallmark of professional excellence by adopting a holistic approach towards learning.

The institute has the vision to develop a dynamic workforce that will manage and lead the organization ethically for sustainable growth.

While developing the Vision statement, the committee's discussion was focused on answering the mentioned questions: **What are the core values of the Pune Institute of Business Management for PGDM, and how do we envision our future?**

➤ **Envisioned Continuous Improvement:** To become a world-class institution by developing quality education for catering to the educational needs of all its stakeholders, including students, corporates, government and Non-government organizations, and the community at large.

2. Mission Statement:

At Pune Institute of Business Management for PGDM, we endeavor to become the finest institute in management education where equal emphasis is laid upon personal and academic development. Our aim is to create role models that can play a pivotal role in shaping our society as they climb the corporate ladder. Our mission is to develop action-oriented leaders of extraordinary tenacity and stamina to make things happen as they should be.

The mission statement of PIBM for PGDM originates from the unique approach that the institute has towards management education. While preparing the mission statement, there were few questions have been answered as;

1. **M1: Contribution to society:** As a socially responsible institution, we incorporate ethical and value-based learning practices in our training program to shape leaders and managers who will benefit society and the economy in the long run.
2. **M2: Learner-centric Approach:** We at PIBM for PGDM ensure experiential learning to develop competencies in students. PIBM for PGDM ensures the learner-centric approach by providing Job Description based training which develops competencies required to perform

various jobs in the organization. We ensure the training of slow learners and fast learners as per the level of competency. PIBM for PGDM focus on **Unique training pedagogy (SCPS) that follows an application-oriented approach** to train students from all graduation backgrounds and prepare them for the practical aspects of their jobs. **A dynamic evaluation mechanism** has been focused on by the institute utilizing both written and verbal forms of assessments. Mock GDs, PIs, viva, PowerPoint presentations, class tests, assignments, long-term projects, and out-bound assignments are conducted for evaluation of each subject. **Dedicated mentorship program** to guide students on career prospective, training requirements, remedial sessions, and overall counseling. PIBM for PGDM focuses on **Active student participation** in academic, co-curricular, extracurricular, and placements related activities.

3. **M3: Quality Education:** To provide quality education, we benchmark our curriculum as per global standards. The training is provided in collaboration with industry experts where CEOs, CFOs, CHROs, and top-level managers are aligned with teaching faculties of every subject. Student's learning is ensured by engaging them with various practical assignments, live projects, research paper writing, consulting, and internships. A **robust industry interface** with weekly corporate interactions, live projects, internships at the end of each semester, and corporate mentorship programs suffices the proper methods . PIBM for PGDM ensures the **Use of modern communication and IT tools** to deliver training in-classroom. Smart classrooms at PIBM for PGDM are equipped to capture learning experiences and make them accessible to students and faculty.

4. **M4: Developing action-oriented leader:** Every important student activity is spearheaded and monitored by active student committees and clubs such as Food Committee, Discipline Committee, Anti-ragging Committee, and Anti-ragging squad, Placements committee, HR Club, Marketing Club, Finance club, Innovation, and Entrepreneurship club, Research Club, Digital Marketing Club, and CSR Club. The Institution has worked towards developing and internalizing application-oriented learning and industry research with a high impact on the culture of the Institution. The **Institution's distinctiveness lies in its vision of making every student employable by assuming a managerial position in a good company or setting up their own business**. The institute set up industry incubation centers for increasing application-oriented industry exposure of every student and made moves towards developing faculty in this direction.

3. Core Values:

PIBM for PGDM stands firm on the robust foundation of **crucial core values** which envisions Student Growth & Empowerment.

1. **"Continual improvement** Consciously identifying gaps and deficiencies in the processes and improving them to build more robust systems, raising benchmarks of performance continually.
2. **"Holistic Student Development"** is to instill ethical values, domain knowledge, confidence, and communication to develop student's competencies to become employable and perform well in the organization. It also focuses on developing entrepreneurs in India, which directly or indirectly support the nation's economic growth.
3. **"Sustainable Growth"** is to teach students to focus on **People, Process, Planet and usage of advance technology** for business management, where students should be able to contribute to the sustainable performance of the business.
4. **"Transparency & Empowerment"** is to build a transparent and empowered culture by providing equal and fair opportunities to all stakeholders such as faculties, employees, and students. PIBM for PGDM honestly believes in transparency and empowerment by allowing giving suggestions on different processes.

4. Core Purpose:

1. Value based education
2. Sustainable growth of the organization
3. To help underprivileged society who are in need
4. Enhance happiness in well being
5. Continuous Mentoring and Coaching Students

5. Future Goals

Sl. No.	Goal
1	To provide competency-based training and ensure employability of students
2	To ensure the strong Academic-Industry linkage
3	To ensure knowledge dissemination through Consulting, research and Industry Representation Centers
4	To enhance student participation and reach
5	To get recognition by international accreditation and ranking
6	To develop and adopt advanced education technologies for student learning and administration
7	To associate with Indian and global industry as well as social organizations and collaborate for mutual benefits
8	To become the better workplace for employees by focusing engagement and development of employees

6. Strategic Plan with Action plan

Progress and implementation of Goals and Gaps

Goal 1 (Timeline : continuous)
To provide competency-based training and ensure employability of students
Plan of Action ● Sector Company Product and Service pedagogy (SCPS) ● Corporate workshops ● Live projects ● Job description-based training ● Mentoring program
Indicator Metrics ● Improvement in placement packages and profiles ● Improvement in review rating by stakeholders ● Number of Certificate courses started ● Mentoring program feedback rating of student and industry mentor ● Number of live projects ● Improvement in online evaluation conducted ● Number of corporate workshops conducted ● Number of JD based training manuals prepared ● Number of new subjects introduced as per industry need ● Percentage of students placed every academic
Implementation ● The PIBM for PGDM has rigorous training pedagogy with the SCPS method, which is improved every year by conducting reviews and feedback from top corporate professionals and academicians ● Analytics specialization is introduced in 2018 (Minor) ● New subjects and add on courses introduced every year understand the industry requirement ● Fintech, EduTech, Agritech certification introduced in 2020 ● This training pedagogy ensure that student develop the employability competencies and Faculty members interact with industry corporate and take live project assignments for students and which helps students to perform practical classroom learning, which is successfully implemented from the year 2017 ● Application based training: Bloomberg, Financial modelling, Ms. Excel, Ace analyzer and Tally. ● Students are training on to various job profiles as per their specialization concerning the competency and skills required to perform the multiple jobs in the industry ● Subjects are mapped with corporates and corporate conduct the practical workshop, evaluate students and provide them feedback. ● Students are provided with winter and summer internships. External and internal mentor

monitors student progress by collaborating ● PIBM for PGDM has a comprehensive mentoring program. The mentor monitors students' personal and professional growth at each stage till students pass out and this mentoring program extends hands to mentor alumni as well for their career management. ● Mentors extend help to students and alumni to solve their career-related issues and develop a growth mindset ● Since 2021 teaching learning ensured through online training and assessment using PIBM LMS ● Internships were organized in “work from home” mode during pandemic ● Students are engaged in various corporate training online during the pandemic time ● Analytics and operations major specialization introduced in 2020-21 ● Live project was conducted online mode ● Aptitude and communication training ● Competency based training handbooks published by faculty members ● Bloomberg training provided to students on campus ● Certificate programs in Six Sigma, SAP, SPSS, conducted for students.
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Goal 2 (Timeline : continuous)
To ensure the strong Academic-Industry linkage
Plan of Action ● Involvement and collaboration with corporate members
Indicator Metrics ● Number of corporate panels ● Number of student workshop ● Number of corporate events ● Number of evaluation done by corporates ● Number of MDP, Consultancy ● Number of research projects ● Number of course review conducted by the corporates ● Number of faculty members trained by corporates
Implementation ● Corporate members are involved in the curriculum design training and evaluating of students ● Many corporate interactions are arranged with students ● Every year many corporate events are organized at PIBM since the inception of the institute, such as CEO meet, Pioneer convergence, HR colloquium, Microtom, Insurequest, Omnikart, Leadership series and Virtual leadership series ● Corporate panel members are involved in students as well as faculty training ● Corporate panel members are also involved in students assessment

Goal 3 (Timeline : continuous)
To ensure knowledge dissemination through Consulting, research and industry representation centers
Plan of Action ● Faculty development ● Student training on Research ● Research and publication policy ● Staff development program ● National and international exchange program ● Consulting policy ● Industry representation center
Indicator Metrics ● Number of faculty development ● Number of research projects provided to students ● Number of research papers published by students ● Number of books and book chapters published ● Number of staff development programs conducted ● Number of Faculty exchange and student exchange ● Number of companies having IRC on Campus ● Number of Internships provided to students
Implementation ● Faculty members are continuously trained on to various thrust areas and encouraged to attend FDP ● Students and faculty members are encouraged to jointly write and publish research papers and books as well present them into a various national and international conference ● Students and faculty members have published various handbooks and manuals ● Faculty members are researching multiple areas of social thrust under the Center for management of urban areas since 2018 and printed monographs ● Since 2018 PIBM regularly organized the international conference at PIBM ● Faculty members have conducted various consulting projects with industry and students are part of this consulting work as well ● IRC was started in 2018 at the PIBM for PGDM campus to provide practical competency-based training to students ● Staff development programs are organized to improve their productivity

- Various FDPs for undergraduate college faculty members are conducted since 2018 by PIBM faculties at the national and international levels.
- Faculty members are working for ATAL programs submitted a proposal in 2021
- SME project is introduced since 2018 itself

Goal 4 (Timeline : continuous)
To enhance student participation and reach
Plan of Action Student participation ● Student participation in curricular activities ● Student club activities ● Student feedback committee ● Student participation in various corporate events and workshops ● Students participate in multiple events outside the college ● Student participation in multiple competitions ● Student participation in Alumni interaction Student Achievement ● Employability and entrepreneurship ● Awards ● Publications
Indicator Metrics ● Number of clubs ● Student feedback rating ● Number of active committees ● Student Employability percentage ● Number of Student publications ● Number of student conference presentation ● Student awards received in various competitions
Implementation ● Student participation is conducted in each session and monitored ● A student feedback committee is in place to conduct administration, food, faculty teaching and student learning. Students feedback is completed on a regular basis and actions are taken to improve the processes ● Students are encouraged to organize and participated in various corporate events and international conference ● Students are encouraged to present their research papers at various national and international conferences ● Students are encouraged to participate in the different curricular and extra-curricular competition ● Students are encouraged to have continuous interaction and mentoring from Alumni

- Students form multiple clubs such as innovation club, research club and marketing club.
- They organized events and activities under the club membership
- Students organized the annual fest “Glory” for each academic year
- PIBM for PGDM has achieved 100 % placement every year
- Every year the job profile students are placed, and the package is improving
- Many students have started their entrepreneurship every academic year
- Students have published books and research papers with reputed journals
- Students have received various awards in various competitions
- Some students have ventured into entrepreneurship
-

Goal 5 (Timeline : continuous)

To get recognition by accreditation and ranking

Plan of Action

- Continuous improvement by understanding the gaps in processes and practices
 - NAAC
 - NIRF
 - Times B-School Survey
 - The Week Survey
 - Business Today

Indicator Metrics

- NAAC ranking
- NIRF Ranking
- Times B-School Survey Ranking
- The week survey ranking
- Business Today ranking
- Outlook Ranking

Implementation

- NAAC Accreditation is received in 2019
- 18-19 AQR submitted
- 19-20 AQR will be submitted
- 20-21 AQR will be submitted

Times B-School Survey

Year 21-22: PIBM is ranked amongst the top 100 B-Schools in India

Year 20-21: PIBM is ranked amongst the top 100 B-Schools in India

Year 19-20: PIBM is ranked amongst the top 100 B-Schools in India

Year 18-19: Not participated

Year 17-18: PIBM is ranked amongst the top 51 to 75 B-Schools in India

The Week Survey

Year 20-21:

● 32nd in Top 100 B-Schools in India ● 22nd in Top 75 Private B-Schools in India ● 15th in Top B-Schools in Western India Year 19-20: ● 31st in Top 100 B-Schools in India ● 21nd in Top 75 Private B-Schools in India ● 13th in Top B-Schools in Western India Year 18-19: ● 9th in Top 20 Private B-Top B-Schools in Western India Year 17-18: ● 36th in Top 120 B-Schools in India ● 25th in Top 75 B-Schools in India ● 16th in Top 20 B-Schools in Western India Year 20-21: ● 50th in Best Private B-School in India ● 67th in Best B-School in India ● 22nd in Best Private B-Schools in Western India Year 19-20: ● 76 in Best B School Survey 2019 All India ● 60 in Best B School Private All India ● 25 in Top B-School in Western India Year 18-19: ● 105 in Top B-School in India Year 17-18: Not participated Business Today Year 20-21: ● 47th in Top 100 B-School in India Year 19-20: ● 70th in Overall Ranking ● 63 in Top 100 Placement Performance Year 18-19: ● 74th in Overall Ranking ● 84 in Top 100 Placement Performance Year 17-18: 72 in Overall Ranking

Goal 6 (Timeline : continuous)
To develop and adopt advanced education technology for student learning and administration
Plan of Action ● Advanced LMS system ● Digital teaching-learning content ● Online assessment

Indicator Metrics

- LMS feedback Rating
- Number of online assessment conducted
- Number of courses with digital content
- Number of educational videos developed
- Mobile Application
- Wifi Campus and hostel

Implementation

- PIBM has its own LMS system developed in the institute
- The teaching-learning process is integrated with LMS since 2017
- PIBM has subscribed to zoom.us for training students during pandemics since 2020
- PIBM for PGDM faculty members have generated digital content for training students online
- Students and faculty members developed various digital platforms
- Entire Academic-administration through LMS
- Examination conducted through LMS
- Installation of Smart Board in classroom
- Purchase of Ms-project software for students, SPSS, Turnitin, Harvard, Ms office etc.
- Mobile app for students mapping student class participation and attendance
- Advanced computer lab and wifi campus

Goal 7 (Timeline : continuous)

To associate with Indian and global industry as well as social organizations and collaborate for mutual benefits

Indicator Metrics

- Number National of MOUs
- Number of International MOUS
- Number of FPDs conducted
- Number of MDPs conducted
- Number student exchange program
- Number of programs conducted with village authorities for rural development

Plan of Action

- Collaborations and MOU with various Indian and Global academic institutes
- Industry MOU for representation center
- Association with village panchayat for rural development
- Faculty and student exchange program
- MDP and FDP programs

Implementation

- Various MOUs are signed with national and international colleges for research and student & faculty exchange programs.
- Association with village panchayat is established to extend help for rural development
- Student and faculty exchange programs need to progress
- Faculty members at PIBM for PGDM are conducting MDP and FDP since 2018

- Consultancy provided to MSMEs to streamline their processes

Goal 8 (Timeline : continuous)

To become the better workplace for employees by focusing engagement and development of employees

Plan of Action

- Continuous improvement in brand
- Competitive compensation
- Award and recognition
- Career development opportunities
- Continuous learning opportunities
- Training from global academicians and corporate professionals
- Accommodation, food, medical and transport facility
- Education for staff children
- Appropriate performance appraisal policy

Indicator Metrics

- Number of awards received
- Improvement Career development opportunities provide
- Improvement in learning opportunities provide
- Improvement in trainings provided to employees
- Number of PhD leaves provided
- Improvement in Staff and employee support
- Improvement in Employee welfare practices

Implementation

- PIBM for PGDM well-established HR policy
- PIBM for PGDM takes faculty and staff medical insurance care
- Ph.D. leave and training is provided to faculty members
- Faculty members rewarded and awarded each in convocation for their exceptional contribution to the institute and student development
- During a pandemic, PIBM supported staff and faculty members with various kinds of support
- The deceased employee's family was supported economically by PIBM
- PIBM ensure the competitive pay and performance derive culture
- PIBM has well established PMS policy
- PIBM supports the education of ground staff children

7. PIBM STRATEGIC PLANNING COMMITTEE

Dr. Ajit Sane, Director

Prof. M. K. Tamuly, Principal Director

Dr. Pranav Nagpurkar, Deputy Director

Mr. Ravinder Singh, Chief Finance Officer

Dr. Riddhiman Mukhopadhyay, HOD, Marketing

Prof. Bharat Dalal, HOD, Finance

Dr. Rajasshrie Pillai, HOD, HRM

Ms. Choden Goperma, Manager Corporate Relations

Mr. Jeevan Thakur, General Manager, Administration

Improvement Indicator

Improvement in placement packages and profiles			
Year	2020	2021	2022
Highest	18 LPA	18 LPA	20.1 LPA
Average	6.81 LPA	7.18 LPA	7.20 LPA
Minimum	4 LPA	4.5 LPA	5 LPA

Percentage of students placed every academic			
Year	2020	2021	2022
Placed	349	347	209
Entrepreneur	1	2	2
Family Business	3	3	2
Total	353	352	213
Percentage	98%	98%	98%

Number of Corporate Panels	57
---------------------------------------	-----------

Number of Corporate events		
2020	2021	2022
Events - 8	Events - 4	Events - 4
Estate Ground	CgThon Season 2	LEADERS' CONJUNCTION - SEASON 2
BALLAD OF CXOs	MelaScape	Business Conclave
Leader's Conjunction	MICROTOM 4.0	CEO CHARISMA
MICROTOM Season 3	OMNIKART	DIGILYTICS
MelaScape		
CgThon		
DigiMarcon		
Omnikart		

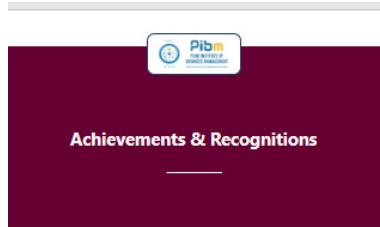
Number of evaluation done by corporates (Per Student)	4 SIP WIP Mock GD Mock PI
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Number of MDP		
19 - 2020	20 - 2021	21 - 2022
41	38	30

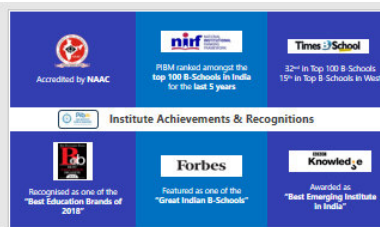
Number of Research Project		
19 - 2020	20 - 2021	21 - 2022
23	23	21

Number of Consultancy		
19 - 2020	20 - 2021	21 - 2022
33	96	25

Number of Internship Provided to students	3
	Summer Internship
	Winter Internship
	Live project



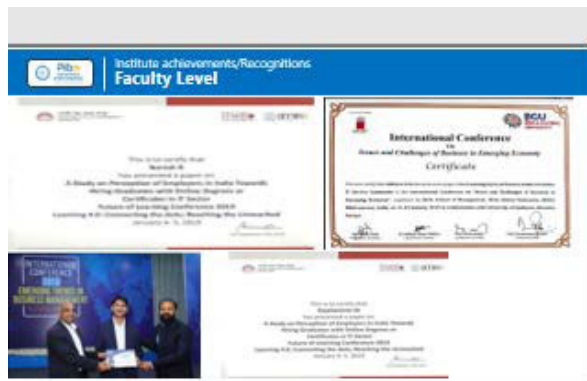
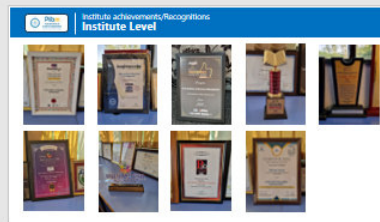
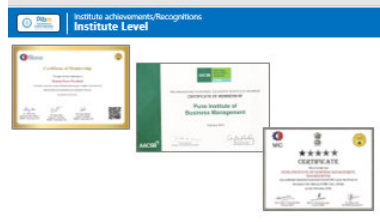
7 ★



18 ★



19 ★

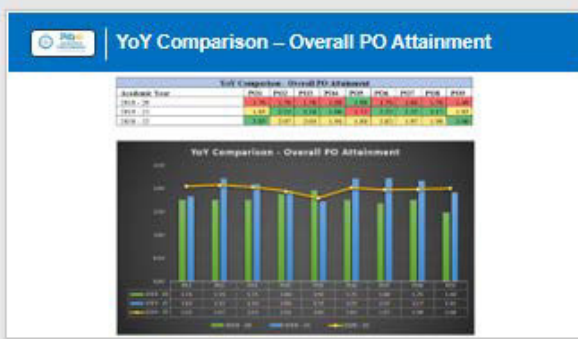


YoY PO Attainment

AY 2018 - 2020 PO Attainment Details									
PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct Attainment	1.56	1.99	1.91	2.02	2.02	1.99	1.9	2.04	1.86
Indirect Attainment	2	2	2	3	3	2	2	2	1
Overall Attainment	1.65	1.99	1.91	2.22	2.22	1.99	1.92	2.03	1.69

AY 2019 - 2021 PO Attainment Details									
PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct Attainment	1.54	2.01	1.87	1.76	1.65	2.02	2.03	1.87	1.90
Indirect Attainment	3	3	3	3	2	3	3	3	2
Overall Attainment	1.83	2.23	2.18	1.86	1.72	2.22	2.22	2.17	1.87

AY 2020 - 2022 PO Attainment Details									
PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct Attainment	1.81	1.84	1.79	1.88	1.75	1.78	1.71	1.72	1.73
Indirect Attainment	3	3	3	3	2	3	3	3	2
Overall Attainment	2.05	2.07	2.03	1.94	1.80	2.02	1.97	1.89	2.00



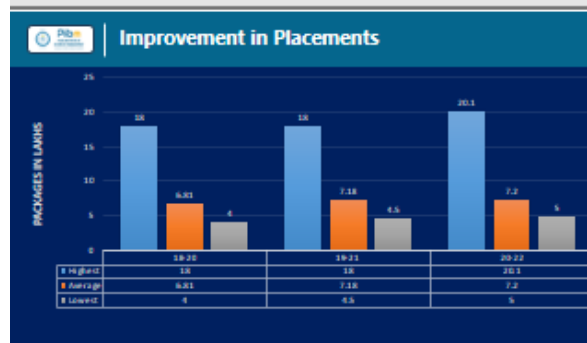
Books & Books Chapter Publications			
2021-2022		2020-2021	
Total No. Of Publications 13		Total No. Of Publications 9	
2019-2020		2018-2019	
Total No. Of Publications 9		Total No. Of Publications 12	

Consultancy Project Details	
2020-2021	2019-2020
Total No. Of Consultancy Project 33	Total No. Of Consultancy Project 33
2018-2019	
Total No. Of Consultancy Project 30	

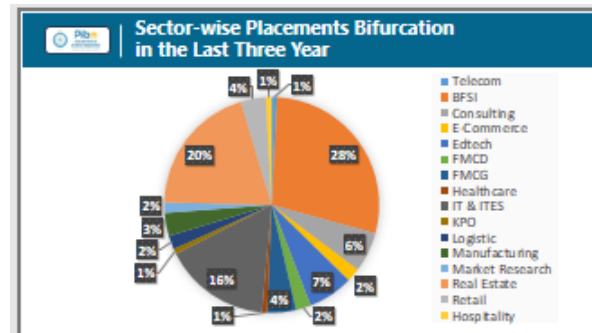
Sponsored Research Project Details	
2020-2021	2019-2020
Total No. of Sponsored Research Project details 23	Total No. of Sponsored Research Project details 23
2018-2019	
Total No. of Sponsored Research Project details 40	

Patent Details			
2022-2023		2021-2022	
Total No. of Patents 2		Total No. of Patents 2	

UGC and Scopus Research Papers Publications				
S. No.	Academic Year	UGC Publications	No. of Scopus Publications	Total No. Of Publications
1	2016-2017	35	1	36
2	2017-2018	41	2	43
3	2018-2019	13	4	17
4	2019-2020	11+3	17	30
5	2020-2021	21	23	44
6	2021-2022	2	17	19



International Placements					
Batch 20 - 21					
No. of Students Placed	Specialization	Company	Sector	Profile	Package
3	Marketing	DRE Homes	Real Estate	Portfolio Manager	15
Batch 18 - 20					
No. of Students Placed	Specialization	Company	Sector	Profile	Package
1	HR	Chaitrams	Retail	Management Trainee - HR	17
Batch 17 - 19					
No. of Students Placed	Specialization	Company	Sector	Profile	Package
12	Marketing	Square Yards	Real Estate	Sales	15.5



Final Placement Outcome in the last three years			
Details	2020-21	2019-2020	2018-2019
Total No. of Students Graduated	353	353	360
No. of students who opted out for placements	5	4	9
No. of Recruiters	300	248	210
No. of students placed	348	349	351
% of students placed	98.8%	99%	98%
Highest CTC per annum in lakhs of rupees	18 LPA	18 LPA	18 LPA
Lowest CTC per annum in lakhs of rupees	4.5LPA	4 LPA	4 LPA
Average CTC per annum in lakhs of rupees	7.19 LPA	6.81 LPA	6.26 LPA