



Minutes of the 12th Meeting of IQAC, IMI Kolkata

December 13, 2024, at 03:00 P.M. in Online mode via Zoom

Members present

1. *Professor Mohua Banerjee, Chairperson IQAC, IMI Kolkata*
2. *Professor Chanchal Chatterjee, Coordinator, IMI Kolkata*
3. *Professor Tirthankar Nag, Member as Trustee, IMI Kolkata*
4. *Professor Rachana Chattopadhyay, Member, IMI Kolkata*
5. *Dr. Sahana Roy Chowdhury, Member, IMI Kolkata*
6. *Dr. Ruchi Sharma, Member, IMI Kolkata*
7. *Ms. Solanki Sengupta, Member, IMI Kolkata*
8. *Mr. Dinesh Upadhyay, Member, IMI Kolkata*
9. *Prof. Debdas Rakshit, Professor, University of Burdwan*
10. *Mr. Gautam Ray, Member from Employer, IMI Kolkata, Executive Director – HR & Administration, CESC Limited,*
11. *Dr. Somak Maitra, Associate Professor, St. Xavier's University Kolkata*
10. *Mr. Piyush Pagaria, Member as Alumni, IMI Kolkata*
11. *Ms. Shwetlana Sinha, Member as Student, IMI Kolkata*
12. *Mr. Pinak Chatterjee, Member as Student, IMI Kolkata*
13. *Ms. Satabdi B. Chakraborty, Member Secretary, IMI Kolkata*

Leave of absence

1. *Ms. Abhisikta Chakraborty, Member, IMI Kolkata*
2. *Mr. Abhishek Pal, Member as Alumni, IMI Kolkata*
3. *Mr. Harsh V. Agarwala, Member from Industry, Ori-Plast Limited*

Agenda

1. Approval of the minutes of the last meeting
2. Discussion on Benchmark settings for :
 - i) Teaching by Prof. Rachana Chattopadhyay
 - ii) Admission by Ms. Karabi B. Rao
 - iii) Placement by Ms. Debasree Dutta
3. Presentation on 5 year Institutional Perspective Plan(IPP) by Prof. Tirthankar Nag
4. Presentation on Admission at IMI Kolkata for the year next academic year by Ms. Karabi B. Rao

Highlights of the Meeting:

1. The Chairperson and the Coordinator greeted everyone present at the meeting.
2. All the members approved the minutes of the previous meeting held on July 16, 2024.
3. The coordinator requested Prof. Rachana Chattopadhyay (Dean Academic) to present Benchmark settings for Teaching. Prof. Chattopadhyay presented the following:
 - a) Metrics which we have designed for teaching benchmarking. Here we consider six major parameters for teaching benchmarking. At the same time, she defined the parameters for benchmark.
 - b) Criterion One is the faculty qualifications for teaching. For faculty positions at IMI Kolkata the minimum qualification is PhD. or equivalent in the relevant area at the time recruitment. And faculty performance is measured annually through a well-structured evaluation framework. Other criterion is the active participations in academic and professional development program year wise. Faculty performance record through which we look into the this academic and professional development of the faculty members are maintained properly.
 - c) The next is the teaching method. The curriculum quality, and the benchmarking parameters are aligned with the industry standards and emerging trends. The curriculum is reviewed through the curriculum review committee. The committee takes the industry feedback as well as looks at the job descriptions that are available for the placements. All those points are incorporated in the curriculum committee meeting. To look at whether the curriculum is aligned with the industry, current industry standards as well as the emerging trends, are incorporated annually.
 - d) The second benchmark is the incorporation of experiential learning, where we are mainly looking at the internship live projects. Here the measurement methods are internship and /or the live projects. Whatever the experiential learning activities will be conducted, whether it is aligned with the program objectives or not and this will be done annually.
 - e) Regarding teaching methods, we have 3 broad benchmarking parameters. In fact, 1st parameter related to the teaching pedagogy, where the use of diverse and interactive teaching methodologies is there or not. That is the benchmarking criteria. And here under this benchmark we are mainly considering case studies, simulations, and group discussions.



- f) Whenever the course is developed, the primary duty of any area chairs is to look at the courses in terms of these parameters as well as we take students' feedback.
- g) We follow trimester system. Student's feedback is taken twice within the term. One is the midterm feedback as well as another end term feedback. We take the feedback on a 5-point rating scales where 1 is the lowest and 5 is the highest. If any faculty member gets below 3.5, then this is the area for concern and we take a series of interventions through which we help the faculty member to improve from that level.
- h) The courses are aligned with the technology mapping. So wherever it is applicable, suitable technology is being used or not, that will be the criteria for measurement. So again, the review, as well as the students, feedback will be the parameter for assessing these parameters, and then it is taken trimester wise.
- i) Student engagement: Every student is participating or not is tested through use of ICT information communication technology tools. We are using and the usage reports we used to get after this usage. So trimester wise, we show this record.
- j) The student support system: Certain benchmarking is followed. So availability of academic advising and mentorship program are carried on. We are conducting mentorship for the students. So under a particular faculty member, a group of students are assigned and they use to help the students in terms of 3 parameters mainly - goal orientation, time management as well as stress management. Mentoring records are created for at least once in a month. This visit is compulsory. This meeting is compulsory. We are keeping the monthly record here.
- k) Additional academic resources: We have extensive library resources, e journals, database, coursera etc. So usage reports are used here as a measurement and frequency is annually.
- l) Accessibility of the faculty for consultation outside the class. Another parameter for student support, is the office hours. It is mandatory for any faculty members while taking the course. And the measurement is taken trimester wise.
- m) Industry engagement: So here the benchmarking criteria is industry, collaboration for mentoring, guest lectures, workshops, internship, and we have the event records as measurement method. And we, we keep the records annually.
- n) Course review for all courses by the external experts. It is a once formal course review which we use to conduct once in every 3 years. So course, review report is the measurement method here.



- o) The next criterion is the outcome and the impact of teaching. So in terms of outcome and impact of teaching. 1st is the graduate employability and the career progression. So we can show this year wise employment record which will justify the this, this benchmark.
- p) For student satisfactions we take exit feedback, and annually it can be produced. Even our alumni feedback and engagement are considered. This is another outreach parameter where alumni feedback and engagement records are maintained.

Professor Chattopadhyay completed her presentation. Then Prof. Chatterjee asked the members for questions and suggestions.

Mr. Gautam Ray mentioned that the metrics described by Professor Chattopadhyay are quite elaborate and extensive. He enquired that who is responsible for supervising the entire process? Professor Chattopadhyay replied that Dean Academic is responsible for all these parameters and process. Mr. Ray asked if there is any standard followed by the Universities / schools regarding this. Prof. Chattopadhyay replied that the evaluation parameters are decided by IMI Kolkata itself based on the guidelines of different accreditation bodies like NBA, NAAC etc. There is no universally accepted framework for this. It depends on the institute / university/ school.

Prof. Mohua Banerjee then added that these parameters are decided based on national accreditation bodies like NAAC, NBA etc. and international accreditation bodies like AACSB, AMBA etc. It is a peer review kind of a system where they come in assigned for these roles from these bodies. These bodies give important recommendations wherever required. So, we follow a holistic system and we cannot have separate frameworks for each bodies. So one particular mentoring format or feedback format should address the inputs that have been given to us across all of them, all of these bodies. So this is the principle by which we have been progressing. Dr. Somok Maoitra then mentioned that they follow the similar system for their University as well. Prof. Debdas rakshit also seconded the view of Prof. Banerjee and Mr. Ray was convinced by the responses.

Next, the co-ordinator thanked Dean Academic and requested Ms Karabi Bhattacharya Rao to present the Admission related matters. Ms Karabi Bhattacharya presented the following:

- We have grown exponentially on application part. What exactly we are focusing year after year. So our main thrust is basically to have more student from outside West Bengal, to improve regional diversity. So though we have representation in the current batch from 19 different states, we are growing year after year, starting 2022, 2023, and 2024 in present batch, we have 56% students from outside West Bengal.



- We are focusing to have more female students. And to do that, we while sending the offer letters also, we send accordingly. So we, while sending the offer letters we send out offer letters more to female candidates. We are down from the last year from 45 percent to 42 percent. For next batch 2025-27, we are targeting to have 49% of female students.
- Next is fresher vis-a-vis candidates with work experience. We have considered work experience 12 months onwards. So in the current batch we have 30% students with work experience.
- We consider entrance examinations like CAT, XAT, GMAT and C MAT.
- The current batch has 20% engineers and we are aiming it to be 30 % in the nest year.
- On regional diversity, we have 30% from the outside Bengal this year, we are aiming for 34% in the next year.

Ms Karabi then completed her presentation and the Co-ordinator asked the members for questions and suggestions.

Mr. Gautam Ray asked the following question:

You have mentioned that we are targeting for a growth.

- How can you control that your planning? Because there is a there is a percentile marks on the admission. So how can you really control that? The students from outside will come more or gender? Equality has to be addressed because it will be a natural derivative of what people who are appearing for the exam. They're getting the marks, and you are supposedly to call them accordingly.
- Prof. Mohua Banerjee willingly replied the following:
- The discussion was initiated in the context of NIRF (National Institutional Ranking Framework) evaluation parameters, where diversity plays a crucial role.
- Diversity metrics include gender diversity as well as regional diversity, specifically the representation of out-of-state students
- During the selection and interview process, candidates are assessed based on a set of parameters, each assigned specific weightages.
- Gender diversity is managed operationally by maintaining two separate Excel sheets for male and female candidates.
- For example, if 100 offer letters need to be released, the process involves selecting 50 candidates from each list to maintain parity.
- Despite this system, it was noted that this year the final intake was skewed due to a shortage of female candidates.



- Additional weightage is given to candidates with prior work experience and to those with an engineering background.
- These weightages are part of the broader operational strategy used to guide candidate selection.
- The team is implementing focused outreach initiatives such as webinars targeted specifically at women graduates.
- These webinars are conducted across various cities in India, with tailored content designed to engage and empower female candidates.
- There is ongoing coordination with the placement team to align job profiles with candidates, especially those roles that prefer or specifically seek women applicants.
- These opportunities are highlighted during webinars and outreach events to encourage more women to apply.

Mr. Ray was then convinced by the response. Then a query was raised regarding whether there are any established standards or benchmarks set by regulatory bodies concerning diversity targets. Specifically, clarification was sought on what the ideal or recommended diversity target should be, if such guidelines exist.

Prof. Banerjee then replied as follows:

While a 50/50 gender split is mathematically ideal, we understand that having 45% or more female candidates is considered a strong benchmark. This standard is relevant for NIRF rankings and NBA evaluations.

Next, Dr. Somok Moitra asked Why is there a strong emphasis on engineering? What are the criteria guiding this focus? It was noted that as India progresses towards becoming a developed nation, there may be a shift in student interest from professional courses like engineering to core academic disciplines. A related observation was shared: this year, there has been a noticeable decline in undergraduate admissions in Economics. This trend is considered unusual, as Economics was previously a highly sought-after subject. A parallel was drawn with engineering, suggesting that similar fluctuations in popularity may be occurring. It was also observed that in reputed institutions, including Presidency University, several seats have remained vacant, further indicating a shift in academic preferences.

Prof. Banerjee replied that we are guided by this placement scenario. So that is a major. Mr. Gautam Ray supported this view. Prof. Banerjee continued the following:

☐ It was observed that across B-schools in India, a significant challenge is the overrepresentation of engineering graduates—often up to 70% of the student cohort—while non-engineering representation remains comparatively low.

☐ In contrast, our institution is currently facing the reverse problem: a relatively lower proportion of engineering students. It was noted that having approximately 40–45% engineers in a cohort is considered a healthy and balanced mix.

- ☐ This imbalance is becoming more evident as we analyze job descriptions (JDs) received from recruiters, especially in the context of digital transformation across industries. Companies are increasingly demanding candidates with exposure to technological skills—not limited to analytics or IT roles, but extending to all core domains.
- ☐ There was a consensus that technology needs to be more deeply infused into the curriculum across all specializations, including HR, Finance, and Marketing. Current offerings like low-code/no-code courses may not be sufficient. A more robust inclusion of technical content would better prepare students for the evolving job market.
- ☐ The group shared that classroom experiences also support this direction—students without sufficient technological grounding risk being excluded from a wide spectrum of roles, especially by their second year.
- ☐ It was proposed that increasing the proportion of engineering students in the cohort could help align the academic profile more closely with industry expectations.
- ☐ Ms. Deboshree Dutta (Placement Officer) added that companies like TCS, Infosys, and others now regularly visit for placements. Their primary preference tends to be for engineering graduates with relevant work experience.
- ☐ It was concluded that a more balanced cohort mix, with a stronger representation of engineers and an updated curriculum with integrated technology content, would enhance both placement outcomes and overall academic competitiveness.

Mr. Piyush Pagaria also mentioned about the right balance between engineers and other streams and engineers do contribute a lot in the learning process.

Ms Deboshree Dutta mentioned as follows: When targeting sectors such as IT, ITES, and the automobile industry—who are often among the top paymasters—it becomes essential to have a sufficient pool of engineering graduates. These companies typically specify a preference for engineers in their job descriptions, and to ensure a strong selection and conversion rate during placements, we need to expose them to a qualified candidate pool. Therefore, having engineers in the cohort is critical to meeting the expectations of these recruiters.

Mr. Gautam Ray asked if students are coming from North East part of India. Ms Karabi Bhattacharya replied that the percentage is lower compared to UP, Chandigarh, Chhattisgarh etc.

Next, the coordinator requested Ms. Deboshree Dutta to present the Placement benchmark. Ms Dutta presented the following:



1. Review of Final Placements (Past Two Years):
 - A comparison of placement data from academic years 2022–23 and 2023–24 shows notable improvements:
 - Highest CTC increased from INR 14 LPA (2022–23) to INR 20.38 LPA (2023–24).
 - Average CTC rose from INR 10.45 LPA to INR 12.02 LPA, marking a 15% increase.
 - Median CTC also saw a 19% increase.
 - Overall, there was a 46% increase in the highest CTC offered.
2. Review of Summer Internships:
 - The average stipend increased from INR 46,000 to INR 50,500, a 10% rise.
 - The median stipend also showed a 19% growth.
3. Projections for Ongoing Placement Season (2024–25):
 - Final Placements Goals:
 - Target Average CTC: INR 13 LPA
 - Target Highest CTC: INR 21 LPA
 - Minimum CTC for opening nominations: INR 8 LPA
 - Summer Internship Targets:
 - Target Average Stipend: INR 60,000
 - Target Highest Stipend: INR 1.2 Lakhs
 - Minimum stipend criteria for company participation: INR 10,000/month
4. Emerging Job Roles and Sectoral Focus:
 - Emphasis on acquiring new-age roles from IT, consulting, and automobile sectors.
 - Key roles being targeted include:
 - Portfolio Management
 - Cybersecurity
 - Growth Strategy & Business Strategy
 - Controls & Advisory Associate
 - For summer internships, diverse opportunities are being targeted across Finance, Analytics, Operations, and HR.
5. Industry Outreach & Engagement Initiatives:
 - A pan-India outreach campaign is underway to attract top recruiters.
 - Continued focus on strengthening industry relations through IMI Insight, a knowledge engagement series.
 - Activities under IMI Insight include:
 - Roundtable discussions
 - Talent Acquisition and Business Conclaves
 - "In Conversation With" sessions
 - Fireside Chats with industry leaders



- The presentation highlighted a strong upward trend in placement metrics and proactive measures for continued growth.
- Suggestions from the committee are welcomed to further enhance placement performance and industry engagement.

The coordinator then asked the members for questions and suggestions. Dr. Moitra mentioned that the data are quite good and impressive. Mr. Ray and Prof. Rakshit also expressed similar views on the placement scenario.

Mr. Gautam Ray enquired whether IMI Kolkata approached industries separately or IMI as a whole? Ms Dutta replied as follows:

- Since last year, the placement process has been integrated across the three IMI campuses—Delhi, Kolkata, and Bhubaneswar—with a strategic focus on building and promoting the unified **IMI brand**.
- While each campus may differ—IMI Delhi generally being positioned at a higher tier—the **corporate outreach and pitching to recruiters is now done collectively** for all three campuses.
- However, the **actual recruitment processes are conducted separately** by the companies for each campus. For example, companies may conduct selection processes independently for the Delhi campus and then separately for the Kolkata or Bhubaneswar campuses.
- The overarching goal is to present IMI as a cohesive brand to recruiters while retaining campus-specific recruitment logistics. This integrated approach is aimed at strengthening IMI's corporate visibility and positioning across India.

Mr. Gautam Ray appreciated the system as effective.

Next, the coordinator requested Prof. Tirthankar Nag to present the 5-year Institutional Perspective Plan(IPP). Prof. Nag presented the following:

Prof. Nag presented the following aspects on IPP (details are provided in Annexure 1):

- a) SWOT Analysis of IMI Kolkata
- b) Time Period covered 2023 to 2027.
- c) Strategic Initiatives flow from Vision, Mission and Values
- d) 6 Strategic Initiatives
- e) Strategic initiatives mapped to its mission and vision
- f) Linkage: SWOT and Strategic Initiatives
- g) Process followed for finalization of Strategic Plan
- h) Brainstorming for IMI Kolkata's thought leadership
- i) Process of arriving at risk analysis

- j) New innovative initiatives in next 5 years
- k) Societal Impact Plan
- l) Peer School
- m) Strategic Plan Dashboard

After the presentation, Dr Somok Moitra appreciated the IPP initiatives taken by IMI Kolkata. Prof. Rakshit also appreciated the societal impact initiative. He suggested that the institute should try to improve the low perception in near future.

Also, he suggested expanding beyond just the PGDM program to include more courses under the academic offerings. This could be done in both blended and fully online modes, depending on the institute's capabilities and strategic direction.

Additionally, to remain competitive and address the growing presence of MOOC platforms, incorporating more online programs would be beneficial. These could help strengthen the positioning in the digital learning space and complement your current offerings.

- Prof. Nag welcomed the suggestions of Prof. Rakshit and he mentioned that already we have a core course on ESG delivered by professionals of Earnst & Young. Also, IMI Kolkata has arrangement with Coursera and students can earn different certifications from coursera. Additionally, Prof. Mohua Banerjee explained about the Net Zero target of IMI Kolkata and the MoU signed with the mou with green Terry foundation headed by Professor Shendy.

Prof. Rakshit appreciated the initiative mentioned by Prof. Banerjee on Net Zero.

Next, Dr. Moitra asked: In our university, as per UGC guidelines, we have a few dedicated bodies for promoting entrepreneurship—for example, the CIC and IIC. Do you have any similar dedicated startup support structures or initiatives?

Prof. nag replied that we have IIC at IMI Kolkata. We also have our own incubator, which is registered as a Section 8 company. It currently supports and incubates various startups—some of which have been founded by individuals from outside our student community, while others are initiated by our own students.

In addition to incubation, we're engaged in a third initiative through a course titled "New Venture Development." This course spans two terms and is designed to mentor students in developing and launching their own startup ideas.

These are the three key activities we are currently undertaking in the startup ecosystem, and we have plans to expand and strengthen our efforts in this space moving forward.



**RP-Sanjiv Goenka
Group**
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As there were no other matters to be discussed, the meeting ended with a vote of thanks and regards to all the members present by the coordinator.

Signature of IQAC Coordinator
(Professor Chanchal Chatterjee)

Signature of IQAC Chairperson
(Professor Mohua Banerjee)

Annexure 1

SWOT ANALYSIS

SWOT ANALYSIS OF IMI KOLKATA

STRENGTHS

1. Backed by a large corporate
2. Possess required Approval, Accreditation & Memberships (e, g., AICTE, AMBA, AACSB)
3. Faculty with PhD and all course delivery have high full time faculty involvement
4. Relevant curriculum updated regularly
5. Equipped with technology-enabled classrooms, subscriptions to Journal Repositories, Databases (including Bloomberg) and Software.
6. All PGDM students are absorbed by the industry with salaries comparable to peers.
7. High on gender and regional diversity compared to peer schools
8. High-level integration with the IMI family of schools

WEAKNESS

1. Low perception and limited brand recognition compared to other peer institutes.
2. Not the first choice of students opting for business schools in India and also amongst IMIs.
3. Low diversity in various income sources of the institute (like PGDM, Executive Education, Consulting, etc.) with a primary focus on PGDM programme.

SWOT ANALYSIS OF IMI KOLKATA

OPPORTUNITIES

1. Increasing demand for technology integration in the business curriculum from recruiters.
2. Scope for expanding program portfolio based on industry demand for focussed courses.
3. Increased requirement for reporting societal impact by accreditation bodies. The school already carries out a few such activities having social impact.
4. Opportunities for attracting more consulting projects from industries
5. Scope for expanding student exchange portfolio with foreign Institutes
6. Opportunities for increasing quality of students aspiring for PGDM programme
7. Scope for engagement of alumni in nurturing the students
8. Working on Student Mental Awareness through a structured Mentor mentee program and counselling program.
9. Academia - Industry Collaboration

THREATS

1. Competition from reputed institutes expanding their batch size as well as program offerings.
2. Entry of foreign universities in India
3. Credit swapping easier between schools and MOOCs – students may not be interested in taking 2 full years in future from the same institute
4. Global slowdown in recruitment scenario in industries

STRATEGIC INITIATIVES FLOW FROM VISION, MISSION AND VALUES

- **Strategic Initiatives** of the Plan have been developed based on IMIK's Vision and Mission statements:
- **Vision** - To be a premier management school with a global outlook for achieving excellence in knowledge creation and dissemination.
- **Mission** - To develop responsible, globally aware, socially sensitive, value-driven, articulate leaders with critical thinking skills, having an entrepreneurial and innovative mindset.
- **Values**
 - Humaneness
 - Credibility
 - Student First
 - Risk-taking
 - Agility
 - Execution Excellence
 - Sustainability

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6 Strategic Initiatives

- Achieve Global/Indian Accreditations and improve Indian Rankings
- Aligning the PGDM program to the philosophy of Outcome-based Education that are strongly aligned with industry requirements
- Fostering and promoting societal impact
- Develop excellence in research and thought leadership (quantity and quality) by improving the research ecosystem among faculty
- Promoting innovative mindset amongst students and faculty members
- Promote internationalization for students and faculty members.

The school has several strategic initiatives mapped to its mission and vision

Strategic Initiatives	Mapping to Mission and Vision	Vision/Mission Keywords	Measurement Criteria
Achieve Global/Indian Accreditations and improve Indian Rankings	Ensuring overall alignment of mission objectives with global standards.	Premier management school with global outlook	Membership, Achieved, Work-in-progress, no. of years completed, revalidation
Aligning the PGDM program to the philosophy of Outcome-based Education that are strongly aligned with industry requirements	Ensuring that course outcomes are in line with mission objectives.	Excellence in knowledge dissemination, responsible, globally aware, socially sensitive, value-driven articulate leaders	AOL alignment, placements (median salary),
Fostering and promoting societal impact	Ensuring that students and faculty members spend time on activities around societal development, well-being to achieve mission objectives.	responsible, socially sensitive, value driven,	Societal impact measurement
Develop excellence in research and thought leadership (quantity and quality) by improving the research ecosystem among faculty	Achieving the school's intellectual contribution, which will help our students.	premier management school, achieving excellence in knowledge creation	Measurement of IC quality and quantity, PRJs and non-PRJs Research centre activities,
Promoting innovative mindset amongst students and faculty members	students and faculty members work with industry partners to co-develop and co-deliver courses and ICs as per industry requirements.	Fostering Innovative mindset	Number of new courses delivered. Technological innovation in course design and delivery. Process innovation
Promote internationalization for students and faculty members.	Promoting international research collaboration, executive programs, student exchange program and faculty knowledge exchange	global outlook, excellence in knowledge creation and dissemination	Collaborative papers with foreign authors, No of student exchanges, faculty exchanges (physical as well as online), international conferences attended,

LINKAGE: SWOT AND STRATEGIC INITIATIVES

<p>S.1- Backed by a large corporate</p> <p>S.2 - Possess all Indian and some Global Accreditations</p> <p>S.8-High-level integration with the IMI Delhi which is AACSB accredited</p> <p>S.6-students are absorbed by the industry with salaries comparable to peers.</p> <p>W.1-Low perception and limited brand strength compared to other institutes.</p> <p>T.1-Competition from reputed institutes expanding their batch size as well as program offering.</p> <p>T.2-Entry of foreign universities in India</p>	<p>1. Achieve Global/Indian Accreditations and Increase Indian Rankings</p>
<p>S.4 - Relevant curriculum which is updated regularly based on feedback from industry and academia</p> <p>O.1- Increasing demand for technology integration in the business curriculum</p> <p>O.7-O.10</p> <p>T.3-NEP 2020 and Academic Bank of Credits – Credit swapping easier between schools</p>	<p>2. Aligning the programme to the philosophy of Outcome-based Education that are strongly aligned with industry requirements</p>
<p>S.7-High on gender and regional diversity</p> <p>O.3- Increased requirement for reporting societal impact</p>	<p>3. Fostering and promoting societal impact</p>
<p>S.3-Quality faculty with doctorate</p> <p>W.3-Low diversity in income sources of the institute</p> <p>O.2- Scope for expanding program portfolio based on industry demand</p> <p>O.4 & O.5-Scope for focusing on the quantity and quality of research and consulting projects</p>	<p>4. Develop excellence in research and thought leadership (quantity and quality) by improving the research ecosystem among faculty</p>
<p>S.5-technology-enabled classrooms, physical and digital infrastructure</p> <p>T.4-Global slowdown in recruitment scenario in industries</p>	<p>5. Promoting innovative mindset amongst students and faculty members</p>
<p>W.2-Not the first choice of students opting for business schools in India</p> <p>O.6- Scope for expanding student exchange portfolio, expanding research collaboration for faculty based on existing and new agreements</p>	<p>6. Promote internationalization for students and faculty members.</p>

Strategic Initiatives 1-6

Strategic Initiative 1: Achieve Global/Indian Accreditations and Increase Indian Rankings

Goal	Objective	Tactics	Measure of Success
<ul style="list-style-type: none">Global AccreditationsIndian AccreditationsImprove Indian Rankings	<ul style="list-style-type: none">To achieve important Global accreditations like AACSB and EQUIS in next 5 years and maintain AMBATo achieve NAAC and maintain AICTE, NBA, AIUTo improve NIRF rank in next 5 years.	<ul style="list-style-type: none">Faculty and staff members have been constituted into focus groups with targets and support for achieving the sameFaculty and staff members have been constituted into focus groups with targets and support for achieving the sameTo improve perception and other parameters in NIRF where scores are low	<ul style="list-style-type: none">Achievement of AACSB and EQUIS in next 5 yearsAchievement of NAACNIRF score of 35 or less

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Strategic Initiative 2: Aligning the programme to the philosophy of Outcome-based Education that are strongly aligned with industry requirements

Goal	Objective	Tactics	Measure of Success
<ul style="list-style-type: none">Alignment of program design to industry requirements	<ul style="list-style-type: none">Programme Outcomes (PO's) and competencies aligned to school's missionProgramme Outcomes (PO's) and competencies aligned to industry requirements	<ul style="list-style-type: none">Redesign PO and competencies based on mission linkage and stakeholder feedback	<ul style="list-style-type: none">To be assessed by AOLIndustry alignment to be assessed by annual stakeholder feedback

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Strategic Initiative 3: Fostering and promoting societal impact

Goal	Objective	Tactics	Measure of Success
<ul style="list-style-type: none"> Making Societal Impact 	<ul style="list-style-type: none"> Ensuring students and faculty members spend time on activities around societal development, and well-being to achieve the mission objectives of responsible, socially sensitive, values-driven mindset 	<ul style="list-style-type: none"> Constituting a Societal Impact Assessment Committee which meets periodically to plan the societal impact work A list of societal impact activities is identified based on impact and engagement with internal (students, staff, faculty etc.) and external stakeholders (community, society, organizations etc.). Activities are further mapped with United Nations Sustainable Development Goals (SDGs) mainly SDG 3 and SDG 12. 	<ul style="list-style-type: none"> A plan has been prepared to identify measurement criteria for each of the societal impact parameters

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Strategic Initiative 4: Develop excellence in research and thought leadership

Goal	Objective	Tactics	Measure of Success
<ul style="list-style-type: none"> Achieve better publications (quantity and quality) 	<ul style="list-style-type: none"> Improve research ecosystem Develop faculty quality 	<ul style="list-style-type: none"> Faculty members are advised to submit papers to comparatively high-impact/high-index journals, as provided by ABDC/Scopus/ABS. Focus on the quantity of publications by leveraging FPM scholars working with faculty guides Monitoring through frequent interventions and annual faculty evaluation 	<ul style="list-style-type: none"> Annual PRJ publications increase from an average of 1 per faculty in 2021 to 2 per faculty by 2027. Increase in non PRJ ICs to match targets Increase in Quality of publications to double the current citation count by 2027.

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Strategic Initiative 5: Promoting innovative mindset amongst students and faculty members

Goal	Objective	Tactics	Measure of Success
Fostering an innovative mindset amongst students and faculty members	Increasing collaboration between Industry and Academia to innovate and co-deliver courses and instructional content tailored to meet industry demands.	<ul style="list-style-type: none"> Developing new industry-oriented courses which are co-created and co delivered. Technological innovations in both course design and delivery methods Process innovation initiatives are actively pursued to streamline administrative workflows such as program management, admissions, placements etc. and enhance the overall efficiency of educational operations. 	<ul style="list-style-type: none"> Number of new industry-oriented courses Instances of Technological innovations in course design and delivery Instances of Process innovation initiatives

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Strategic Initiative 6: Promote internationalization for students and faculty members

Goal	Objective	Tactics	Measure of Success
<ul style="list-style-type: none"> Promote internationalization for students and faculty members 	<ul style="list-style-type: none"> To foster a global outlook Excellence in knowledge creation and dissemination for students and faculty members 	<ul style="list-style-type: none"> Partnering with different international institutions for student exchange programs. Encourage faculty members to collaborate with faculties across the globe to conduct quality research and publishing in top-tier peer-reviewed journals. 	<ul style="list-style-type: none"> Number of international collaborations Activities with international partners Number of faculty level international collaborations for carrying out research and publications

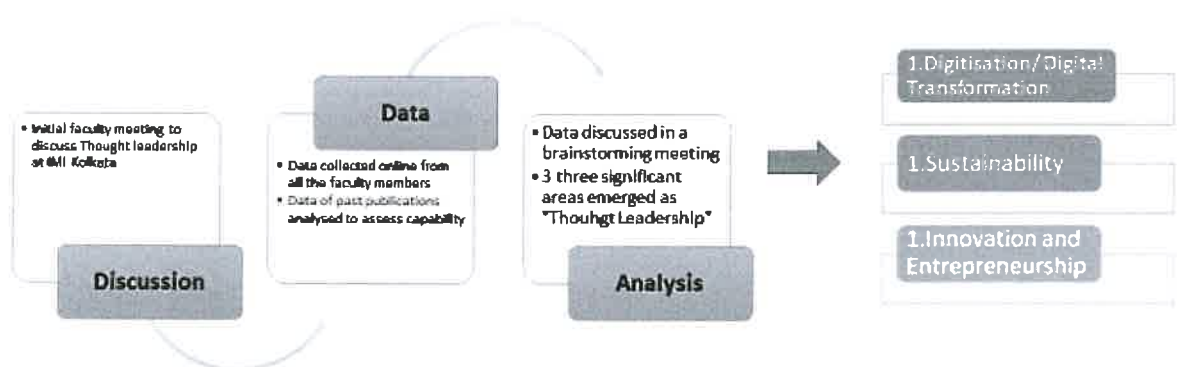
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Process followed for finalization of Strategic Plan:



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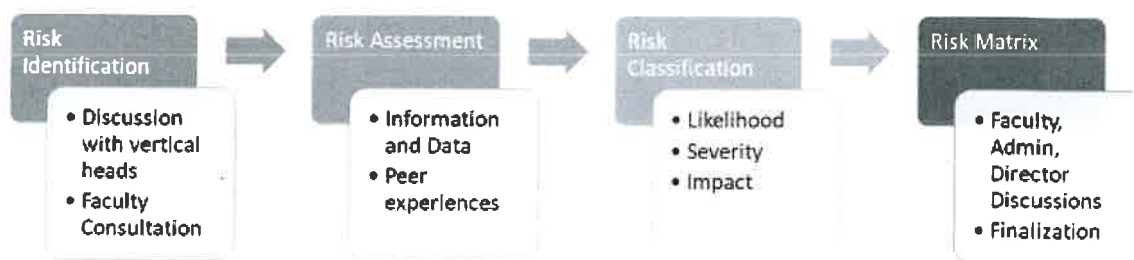
Brainstorming for IMI Kolkata's thought leadership



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PROCESS OF ARRIVING AT RISK ANALYSIS



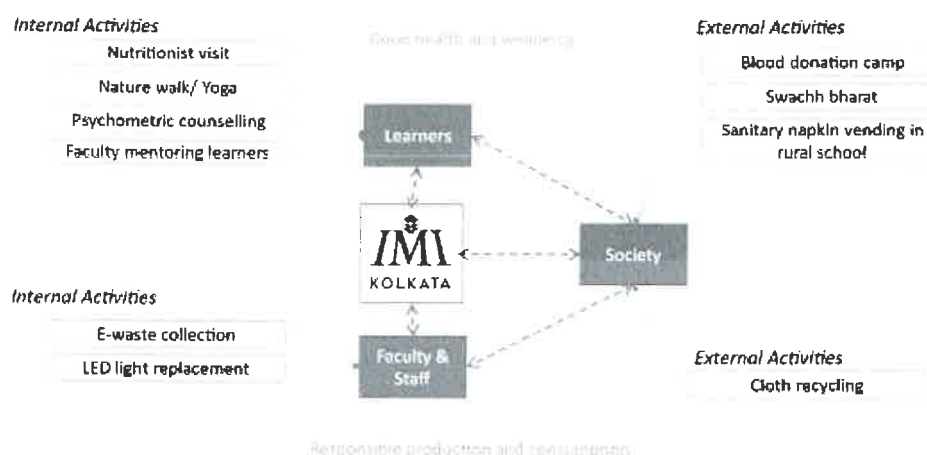
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NEW INNOVATIVE INITIATIVES IN NEXT 5 YEARS

Year	Goal	Objective	Tactics	Measure of Success	Resources Needed	Impact
1	Enhancing engagement of students with hands on approach	Enhance retention and exposure of students to real business world	1. Identify HBR Cases with hands on scope 2. Train faculty for high engagement of students	Mapping the activities with rubrics	1. Coursera 2. Online Data Sets 3. Online Open Sources 4. HBR cases and simulations	Students are getting ready for corporate with hands-on approach
2	Aligning courses with emerging technologies and analytic tools	To keep pace with industry expectation	1. Feedback of courses from Industry 2. Feedback from alumni	Number of students getting placed in new age companies	1. Number of Industry Experts 2. Number of Alumni 3. Area Chair(s)	Students are getting placed in new age companies
3	Industry Orientation	Reduce the gap among academics and industry expectation	1. Industry Conclave 2. Industry led Evaluation of Projects	Number of corporates invited	1. Industry experts 2. Corporate relations team	Students understand the industry expectation and prepare themselves accordingly
4	Student Mental Awareness	Ensure overall development of students	1. Course Activities 2. Mentor-Mentee Program with Alumni	Student happiness	1. Faculty guidance 2. Physician guidance 3. Alumni guidance	All round performance of students
5	Team Building Activities	Develop team play orientation among students	1. Activities during orientation 2. Activities and role play in courses	Students coordination among themselves for academic and non-academic activities	1. Faculty support 2. PGDM office support 3. Clubs and Committees	Better team performance in job

Signature

Societal Impact Plan



Some of our Peer Schools

Institutes	Student population Served (PG+FPM)	Faculty Size	Degree Level
International Management Institute (IMI) New Delhi	764	52	PG, FPM
Management Development Institute (MDI) Gurgaon	1,224	68	PG, FPM
IMI Ghaziabad	1,281	70	PG, FPM
JAGSoM Bangalore	720	44	PG, FPM
K J Somaiya Institute of Management Mumbai	1320	84	PG, FPM
International Management Institute (IMI) Bhubaneswar	360	22	PG, FPM
Great Lakes Institute of Management, Chennai	979	47	PG

Signature

Strategic Plan Dashboard



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