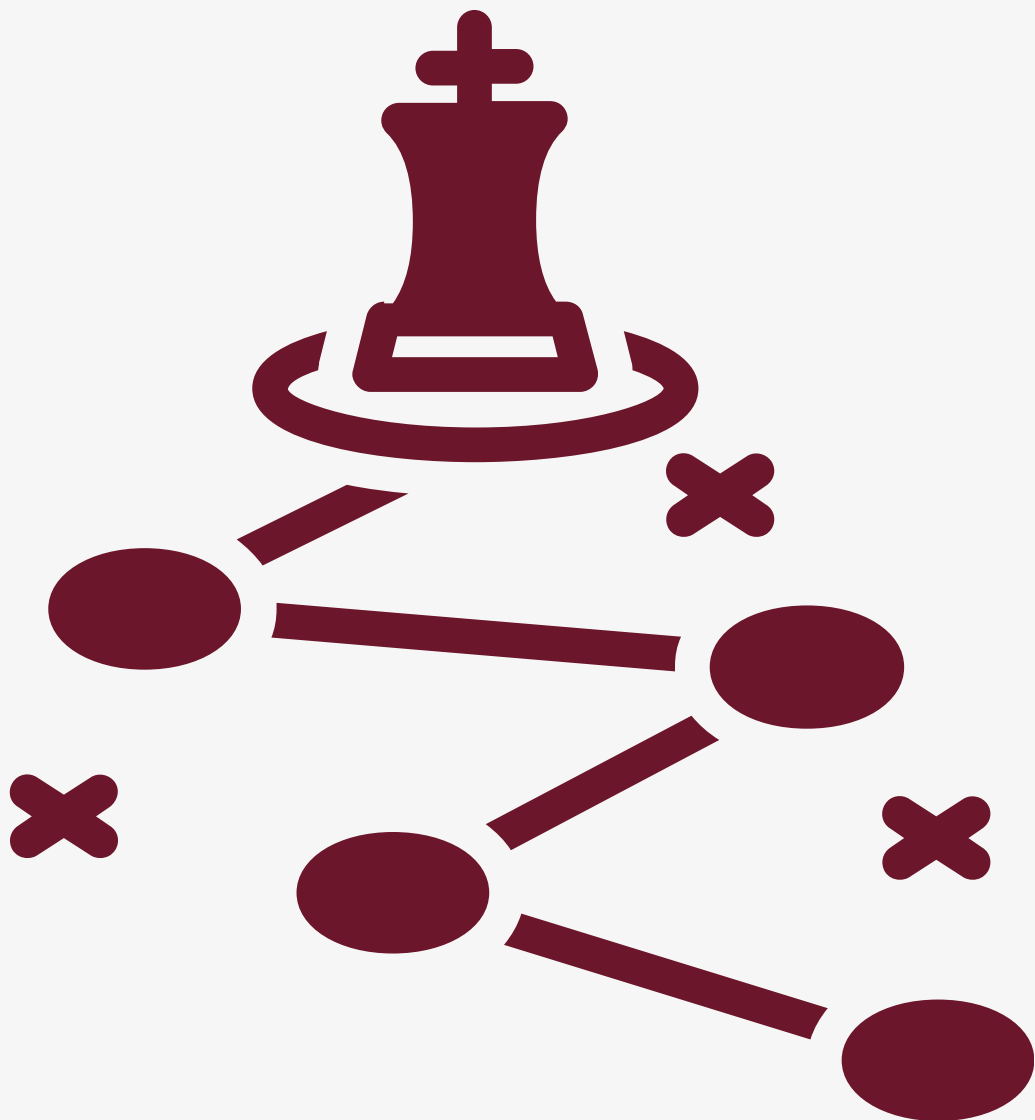




BRIMS

INSTITUTION DEVELOPMENT PLAN



FROM THE MANAGEMENT'S DESK



BRIMS' STRATEGY IN ACTION is an effort to identify the key issues which an organisation has to address to attain, maintain and sustain its competitive edge. To develop a cutting edge in a competitive landscape characterised by VUCA as well as other challenges like seamless changes, rapid technological advances, rising aspirations and expectations of the country's and global population, limitation of resources, industry 4.0 and a host of other challenges, management institutes are in the process of evolving newer and newer niches to maintain a sharp focus in favour of certain key facets.

The key facets in the case of BRIMS are:

1. Quality Academic Delivery
2. Publication in SCOPUS Index Journals or other Reputed Journals
3. Higher Package for Placements
4. Attracting Talented Faculty
5. Attracting Talented Students
6. Culture of Innovation and Entrepreneurship

The strategic plan in action addresses each one of the five facets in turn. The said five areas need to be put in perspective given the vision, mission along with programme and course objectives. The end result namely outcomes are indicators of the nature and extent of forward momentum to justify acceleration into self-sustaining cutting competitive edge.

Our strategic plan is well-supported by quality consciousness almost since inception (2005), a strong penchant for excellence, a passion for creativity and innovation and a perennial concern for all stakeholders of our BRIMS. In particular, we are concerned with students and teachers as key players in influencing, in fact determining, the success of BRIMS as a 'Vow Institution' and fond 'Brand of Management Education.' BRIMS STRATEGY IN ACTION, successfully implemented, with efflux of time will see BRIMS as a VOW Management institute. which will be a cynosure of all eyes.



Dr. Vijay V. Bedekar



Dr. Nitin Joshi



Dr. Guruprasad Murthy

STRATEGIC PILLARS



Higher Package for Placements

**Publication in
SCOPUS Index
Journals or other
Reputed Journals**

**Culture of
Innovation and
Entrepreneurship**

**Quality
Academic
Delivery**

**Attracting
Talented
Faculty**

**Attracting
Talented
Students**

M1 – To develop an ecosystem that encourages faculty and students to engage in research, innovation and socially responsible behaviour.

M2 – To strengthen industry interaction for promoting contemporary business knowledge and entrepreneurship.

Be recognised as a leading business management institution creating value-based professionals and entrepreneurs contributing towards sustainable development of society.

**Growth, Integrity, Creativity,
Social Sensitivity, Relevance**

STRATEGIC PLAN FOR BRIMS



Management institute's play a vital role in the higher education space, especially if the institute is close to the country's commercial capital. BRIMS develops academic programs or runs university programs and conducts research in the traditional business areas. The programs are delivered to develop critical and analytical thinking amongst students. BRIMS serves as a place for conversations about the future. We wish to be relevant to the global business environment by nurturing thought leadership, initiating the culture of innovation and creativity, and involving students at every stage of institute development, thereby having a student-first approach.

BRIMS is growing in that direction. We have been fostering value-based education and are focusing on cutting-edge research.

We have been working on adding faculty members to develop expertise in a wide range of disciplines effectively. At BRIMS, we plan to be on the fast track with this approach.

Our strategic plan is to establish BRIMS as a leading business school, preferred by students who want to shape their business management skills along with functional skills necessary to lead in a world of rapid change and pressing challenges. It should be a great place to work for people and faculty members who wish to engage themselves in meaningful academic research and teaching at the forefront of business disciplines. There is a Strategic Planning Committee chaired by Chairman Dr. Vijay V. Bedekar and Dr. Guruprasad Murthy, Dr. Madhuri Pejavar and Dr. Nitin Joshi, including a member from the faculty team. The Strategic Planning Committee meets twice in an academic year - once in the odd semester and the second time in an even semester. We review our strategic plans in these meetings for deviations and suggestions are made for necessary corrective action. We share the strategic plan with the staff members of BRIMS in a forum. We also present it to the College Development Committee, which includes alumni, student representatives and members as directed by the university. Inputs from the members are collected and we make the plan for three years. Based on the business, environment, strategic plan is modified to achieve organisational objectives.

Thus, the strategic issues which BRIMS has to address are as follows:

- What values and skills are needed by the next generation of business professionals and entrepreneurs?
 - How do we help students to confront the challenges of the 21st century with confidence?
 - What are the big challenges being faced by business and society, and how can the BRIMS provide relevant competencies and contribute to the development of innovative solutions?
- What are some of the important differentiators for the BRIMS and how can we best leverage our strengths?

BRIMS - STRATEGY IN ACTION

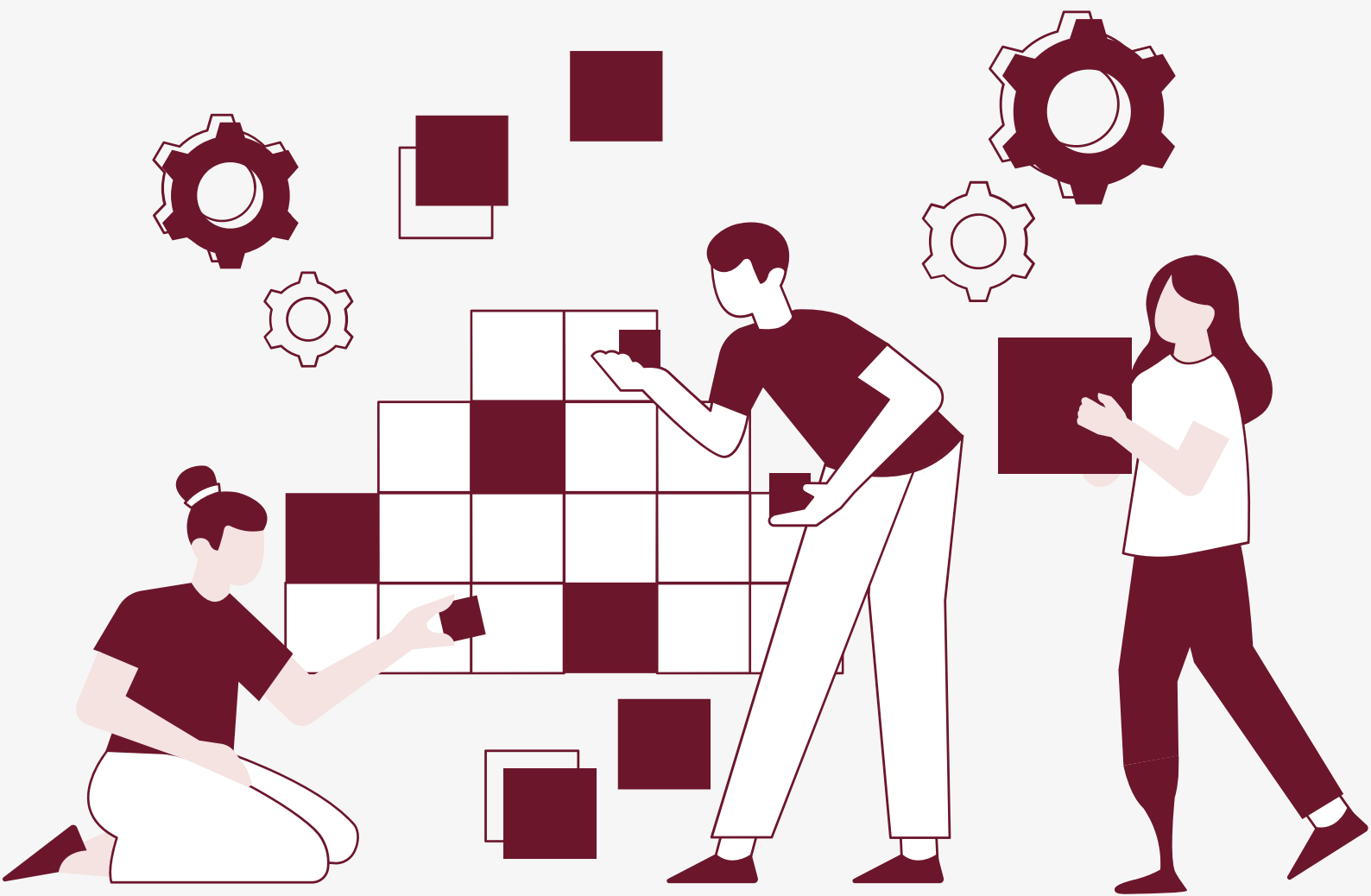


KEY FACETS:

1. Quality Academic Delivery
2. Publication in SCOPUS Index Journals or other Reputed Journals
3. Higher Package for Placements
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5. Attracting Talented Students
6. Culture of Innovation and Entrepreneurship

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BRIMS quality strategy involves several stakeholders in action viz. top management and their support, meticulous planning on all fronts, regular feedback from and to stakeholders including industry and last but not the least results of quality assurance on all round results. Key focus is on outcomes of Quality Management Processes at BRIMS



BRIMS - STRATEGY IN ACTION



Quality Academic Delivery

BRIMs focus is on ambitious teachers who can involve themselves in the ambitions and aspirations of students to help students develop a pathway or road map. This will help to reach students' predetermined destinations by exploring the distances and covering the milestones over the two years period of the MMS degree programme. The MMS programme will provide the students with the wherewithal to meet the challenges of the programme while the milestones are successfully achieved. Thus, quality teachers should help to enable students to, hopefully, enjoy their (students) progress themselves along the two years roadmap.

Quality Teachers: Continuous Learning: Quality teachers along with the ecosystem at the institute and all other human / other resources can develop a learning organisation in BRIMS which in turn can be transmitted to students who can then accept continuous learning as a way of life. Perpetual improvement in the Teaching Learning Process is an unique feature of BRIMS.

Enabling Teachers: The enabling techniques involve several Faculty Development Programmes' (FDPs) to which teachers have an exposure to broaden their knowledge base, basket of skills and attitudes, for sustainable development and thus capture the teachers' future needs.

Our faculty conduct several FDPs for peer / senior groups in the areas of Advanced Research Methods and How to Write Case Studies in SCOPUS Indexed Journals and Internationally Reputed Journals like Ivy League or ADBC. This has added value to the learners and improved overall confidence and resulted in higher energy levels in day-to-day functioning too.

European Foundation Quality Management (EFQM): BRIMS' efforts to encourage teachers to qualify as assessors for assessing / evaluating excellence have yielded results. Thus, we have six teachers who have qualified as assessors of corporate excellence either for EFQM or IMC Ramkrishna Bajaj National Quality Award (RBNQ) or both as assessors. This has done good to teachers through professional enabling, empowering and enacting.

ISO 9001:2015 accreditation by LRQA: BRIMS commenced the MMS programme in 2005 and received its first ISO accreditation as early as July, 2008. We have established from the inception of BRIMS a 'Quality Culture' with respect to all our activities by establishing as many processes as required from time to time. Since our first ISO accreditation, BRIMS has subjected itself to several Quality Audits and ensured conformance of actual activities with required benchmarks for various processes interface quality norms. This facilitates provision of quality education to concerned stakeholders on a continuum.

The quality processes have acted as a feeder to the accreditation processes, we have gone through viz. National Assessment and Accreditation Council (NAAC) and now the National Board of Accreditation (NBA) accreditation process. Our mainstream activity of management education and the related important parameters like Vision, Mission and Programme Objectives (POs) are always well reinforced by the ISO quality accreditation processes at BRIMS. Last but not the least, BRIMS vows by the adage that 'Quality is a Journey, not a destination'.

BRIMS - STRATEGY IN ACTION



Publication in SCOPUS Index Journals or other Reputed Journals

The brand image of an institution is functionally related the level of attainment of teachers, in terms of their skills, knowledge and attitudes from the research perspective. A multipronged attack, on different aspects of research, is in action.

Training Programmes: A focussed attention on training programs which could help teachers to understand the various steps involved in approaching the process of quality paper writing namely papers for acceptance by SCOPUS Index and Ivy League. Faculty development programmes are aimed at creating confidence in teachers to attempt writing research papers.

Why Research

Understand - a subject

Explain - a phenomenon

Evaluate - performance

Formulate - Theory

Generalise - Conclusion

Develop - Model

Cultivate - Culture



Research is to see what everybody else has seen and to think what nobody else has thought

- Albert Szent Gyorgyi

Research Focussed Group: A second approach deployed is the 'Research Focussed Groups' which in addition to building initial confidence, developed trust and friendship among teachers to work on research papers as a team and with time bound results for production of papers as well as time bound plan for outcomes viz. publications.

Other Initiatives: Apart from the above efforts, teachers are motivated on their own to increase the number of recognised publications in their names. As an externality, it is necessary to add that BRIMS' teachers are encouraged to conduct several training programme on research methodology. This polishes their knowledge and skills on research methodology and can reinforce positive attitudes, along with professional skills, among teachers interface research.

As a logical extension management policy is guided by the idea of providing suitable and decent incentives to teachers who successfully publish research papers in recognised journals. Our strategy also includes making available other resources like library resources, ICT support viz. a state-of-the-art laptop and the latest data bases on a '24x7' basis.

BRIMS - STRATEGY IN ACTION



Higher Package of Placements

Placement is one of the key facets to assess the success of students at a management institute. They (students) would have completed their two year programme observing all the nuances and subtleties as per norms. It is also an indicator of the success of the student and his / her resources, initiatives and capabilities deployed during the pursuit of MMS degree programme. A successful placement outcome is a good measure of the successful accomplishment of end outcomes sought after by students and BRIMS too.

Segmentation of Students:

Segmentation of students is based on the students' past performance, their scores at the common entrance test, PRISM indicators and relevant outstanding accomplishments along with the overall profile of the student.

As a placement strategy, BRIMS' effort is to offer customised care to students joining the two year MMS degree programme. Such customisation is put in place by capturing a strength / weakness profile of newly admitted students of a given batch. This classification helps to evolve an effective approach to manage differently classified groups of students. At every stage of the two years education process, an effort is made to improve students' strengths. Simultaneously, the weaknesses identified are duly addressed for moderation / mitigation. At the end of two years, it is visualised that BRIMS' students are as strong as possible / required and weaknesses as minimal as possible. PRISM is a tool deployed to assess certain dimensions relating to students.

PRISM: With the help of the end results arising out of PRISM, we are able to understand the results in terms of: LOGICALITY, CREATIVITY and INNOVATION, HUMAN CARE and SUPPORT and RESULT ORIENTATION

The results of PRISM are carefully considered and analysed. With due discretion, they are interpreted for progressing the approaches in action.

Identifying key words: The test of the effectiveness of various processes relating to the MMS programme, including students' development plan (PRISM among others) lies in the positive feedback following placement interviews. To hope for high success rate, students are prepared to respond to keywords (pet questions). Students are well prepared, as far as possible, to respond positively to key expressions triggered at students during interviews. The students are equipped function wise viz. finance, marketing and so on. In the same vein, feedback from employers is screened and redeployed to the placement section, teachers and of course students. BRIMS' students, are then well prepared to face employers boldly.

BRIMS - STRATEGY IN ACTION



Higher Package of Placements

Mock Practice: With a view to increase the confidence of students to face their interviews, BRIMS organises mock interviews to simulate interview environments and thus boost their confidence in them to realise their aspirations. It is BRIMS' culture and the teachers, Director and other stakeholders are all involved in students' aspirations and any realisation of aspirations at the 'job level' is viewed as a collective proposition.

Prior to the arrival of the employers or students visiting companies for interviews, the placement office finally assesses the motivation of the students in terms of job preferences. As far as possible the best fit of students to jobs available is the guiding placement policy - a students centric decision. Our placement strategy, the approach as it were, should see over the years the following changes in placement at BRIMS:

- improvements in numbers of placements and percentage of students placed;
- improvements in quality of placements (network of employers / companies);
- better 'range' of salaries;
- reduction in the rejection rate;
- join employer's of choice; and
- improvement in the highest package by students year on year basis



BRIMS - STRATEGY IN ACTION



Attracting Talented Faculty

BRIMS has always positioned itself as a learning organisation in an ever-growing knowledge economy. BRIMS' focus is on knowledge production, storage, transmission through different platforms viz. lectures, seminars, workshops, group discussions, annual seminars, memorial lectures and a variety of other media. Thus, BRIMS, as a part of its redeeming features, includes a Journal Club, which meets once a month for exchange of knowledge based on teachers' presentation. Knowledge management process has over the years implemented all the above dimensions of knowledge management. Specifically in the last three years we have:

- Conducted three annual international seminars;
- Held journal club presentations which is a dynamic forum for initiating knowledge sharing, discussion and exchange
- Nominated several teachers to a wide variety of management development programmes for teachers' development viz. IIM programmes, AIMS programmes, EFQM / IMC RBNQA assessors programmes; and
- Investments in various softwares to improve the library wherewithal and the overall functioning of BRIMS

BRIMS' focus is on developing learning capabilities of all its stakeholders viz. teachers, students and other staff. As a result, there is creation and development of knowledge. Institutions and students are then well-equipped to compete with knowledge that is to say with their learning capabilities so developed.

- Teachers need to be duly updated to be effective. They need to increase relevance of the subject matter to sustain students' interest.
- What is important is the spirit of teaching and method of learning, Students need to be told what they need to do and what they should not do.

Quality Faculty Members: BRIMS' focus on quality at the institute is an all-round effort to improve incessantly all elements governing the functioning of BRIMS. Two important dimensions of any education institute are students and teachers. Better quality students put into the academic and students' development processes will make better and really enlightened, faculty a necessary condition for improving quality functioning of BRIMS.

BRIMS - STRATEGY IN ACTION



Attracting Talented Faculty

Quality faculty at BRIMS is a priority in terms of:

- Eligibility requirements (per AICTE and Mumbai University norms);
- Additional lateral, parallel and value-added degrees / diplomas including professional qualifications;
- High academic performances in degrees / diplomas obtained;
- Value adding industry experience;
- Past experience in institutions of repute and last but not the least
- An overall personality in articulation - concepts and conversational and above all inter-personal relations interface peers, subordinates and superiors.

The ability to learn faster than your competitors may be the only sustainable competitive advantage.

Learning alone is not enough. It is only a necessity. Teachers need to put learning into action faster than competition.

Faculty - Continuing Education: To retrain faculty, effort is made to provide opportunities to improve faculty overall profile - attending seminars, participating in competitions among teachers on inter institutional basis, incentives for research publications in quality journals, various discussions / platforms to motivate teachers to publish papers, cases, books, industry connect, EFQM / RBNQA assessors et al.

BRIMS strategy is to improve brand image of BRIMS in the eyes of teachers, students and other stakeholders. Our strategy aims to make working at BRIMS a 'wow factor' in terms of: intellectual climate, infrastructure, physical environment, quality of students, and socio-academic atmosphere, freedom to deploy innovative pedagogy and encourage student centric learning organisation, timely payment of salaries, residential accommodation in the future per University terms and conditions and posting requirements of faculty on digital platform for attracting talent.



BRIMS - STRATEGY IN ACTION



Attracting Talented Students

Given outcome of placements, the immediate next cycle for MMS second year is set rolling after reinforcing the feedback from different stakeholders. Our strategy aims to improve the end result viz. placement outcomes. If a successful interaction of students with most, if not all processes, contributes to attraction of better talented students measured by the 'score range' at CET, a caveat is in order. There are other factors like demand-supply, profile of management education job market (boom / slump), government policy et al, which affect attraction of talent. Yet to engage students in the new cycle talented faculty is a 'condition precedent'.

BRIMS is focussed on quality in every dimension of management at the institute. Our progress depends on how BRIMS' students journey, for two years, with respect to 'Academic Process' and 'Students' Development Process' lead to positive and proactive outcomes only. If the outcomes for a nth year are better from all angles, compared to (n-1)th year then we can by virtue of our successful journey with students, raise our aspirations to attract talented students (students with better CET score). This in turn will enable such new students, and motivate teachers, to speed the value addition chain from start to end which will further make the students' journey optimistic, pleasant and more productive year on year basis. BRIMS has classified most of its activities interface different stakeholders into convenient, viable and manageable processes. Each process has measurable metrics.

Student Centric Learning will help students to find in themselves their hidden potential and also think on their own among themselves.



BRIMS - STRATEGY IN ACTION



BRIMS' Branding

A brand is simply trust

-Steve Jobs

The above visible improvement in quality of students' intake then becomes a brand image of BRIMS. BRIMS' strategy is focused on:

- Showcasing our improved profile to relevant stakeholders in particular and society in general;
- Using social media to lever the brand image and then reach the target population (improved quality of students);
- Updating BRIMS' website to interact with website users and improve their perceptions about BRIMS and all its progressive achievements;
- Continuous assessment of our accomplishments for a visible feedback through surveys so that student centric, value-based management is conspicuous at all times;
- Recognising and rewarding current students' batches for individual / groups achievements;
- Alumni connect which align BRIMS with its past students and provides a strong and enlightened motivation to current students; and
- Participating in important surveys viz. BMA, GHRDC (Global Human Resource Development Centre) and NIRF (National Institute Ranking Framework)



BRIMS - STRATEGY IN ACTION



Culture of Innovation and Entrepreneurship

Focus on knowledge and sharing on various aspects of enterprise viz. design thinking, innovative thinking, new ideas and innovative plans is BRIMS' key strategy. Various stakeholders will be expected to play their respective roles in providing the necessary stimuli to BRIMS students aspiring to be entrepreneurs and be job providers rather than job seekers.

Innovation is key to development because it brings about change which is the essence of life. The world is always changing. It is for individuals / institutions to keep pace with change and ideally be a pace-setter. Similarly, enterprise has always been an important determinant of economic development of different countries of the world from time to time.

Keeping the spirit of what is said above BRIMS has made Innovation, Entrepreneurship and Entrepreneurs as expressions which are part of its vision and mission statements. Entrepreneurial skills are part of one of the six programme objectives listed for the MMS degree programme of BRIMS. Given the above perspective of BRIMS, along with various related expressions concerning 'culture of innovation and entrepreneurship' in the vision and mission programme objectives, the institute provides several platforms like workshops, competitions, guest sessions from innovators and entrepreneurs for students to engage themselves and be a part of multi-faceted events, episodes and experiences.

There is a special entrepreneurial cell to promote enterprise and improve the motivational mindset of students in favour of enterprise and all that goes with it - lateral and parallel thinking. A wide variety of initiatives shall be part of our culture of innovation and entrepreneurship. They cut across several related themes and find a place in the institute's activities such as webinars, online interaction, an Institute's Innovation Cell at the institute, inter collegiate initiatives viz. competitions, lateral thinking sessions, prototype validation, paper writing, motivational entrepreneurial stories, design thinking et al.



BRIMS - STRATEGY IN ACTION



Culture of Innovation and Entrepreneurship

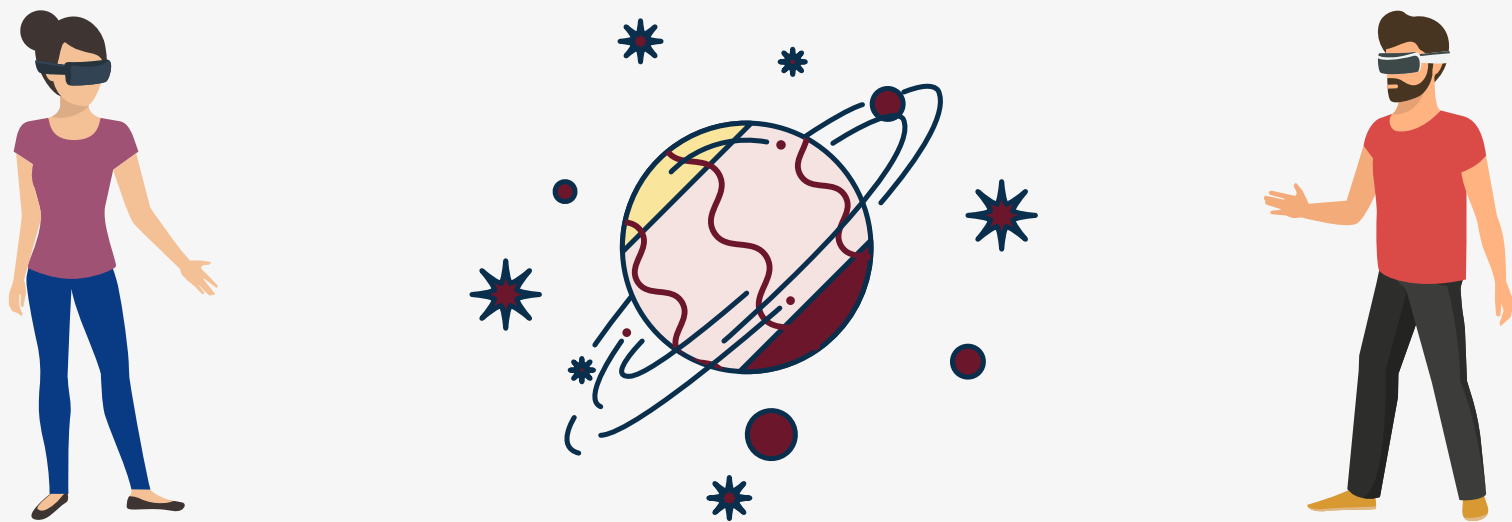
Considering the requirement of large number of start-ups or self-initiated and managed enterprise for various reasons, BRIMS gives attention to the Creativity and Innovation dimension of management. BRIMS initiated as part of its strategy to find alternatives to jobs viz. a self-employed option. Accordingly, BRIMS created an Institute Innovation Council (IIC), to nurture creativity and innovation and bring a new ray of hope, to students who want to be self-employed and are strongly motivated in favour of enterprise. The network of stakeholders include BRIMS as an institution, all teachers, present students and alumni connect and of course Corporates / Startup Enterprises. Knowledge sharing on enterprise management shall be key facet of knowledge exchange among stakeholders.

Our overall policy includes participation in innovation awards for teachers, create a lab where ideas can be simulated for teachers and students who can interact and participate in Government / other initiatives and conduct webinars and seminars which can address the theme - innovation and entrepreneurship.

BRIMS expects to compete through knowledge in a competitive world. Our Teaching Learning process will help to develop learning capabilities which helps to create knowledge. Our theme at BRIMS is to focus all our strategy on continuous learning and project BRIMS as an institute which attempts to provide a fusion of mind, body and spirit.

We hope that the above efforts of BRIMS will continuously improve the image of our institute in terms of better students, improved academic quality, convenience for students from all angles; better and better placements and BRIMS' as a preferred choice, in fact a '**vow choice**', of all stakeholders

The distance between DREAMS and REALITY is ACTION





Individual Development Program (IDP)

IDP is a student related document which will be with the student for the tenure of the two years MMS degree program. IDP will contain all personal detail of students viz. name, age, date of birth, gender, category, qualifications – 10th standard onwards and industry experience, income details, address local, address of residential elsewhere.

IDP should also include other achievements of students with respect to excellence in academics such as scholarships, medal won, other prizes if any, elocution competition, debating / oratory skills, sports, fine arts or any other activities in which the student has excelled and achieved name and fame already. IDP should highlight the ambitions of the candidate and also indicate why he has chosen management education as a career and in particular why BRIMS was his / her choice. IDP should also indicate the career ambitions of the candidate post-management education and the aspirations of a long-term nature. The IDP should also capture the efforts made by the students to move towards his / her ambition aspirations. The IDP should develop mutually between the student and the assignment or the milestones for each semester with targets for various achievements to realise the ambitions semester wise. Each semester will thus be a building block to add up to the

cumulative value of the total achievements at the end of the four semesters. The IDP should periodically review the progress of the students with respect to the planned milestones of achievements and how success is being achieved in the course of every semester, where things are going wrong and the kind of response action taken to correct adverse deviations and smoothly sustain the achievements planned for a given semester. The IDP should use milestones as building blocks and successive successful achievements shall act as a cumulative outcome leading to visible change in personality, behaviour, attitude, knowledge, skills, aptitude – all taken together having an overall cumulative impact on the Personality Development Index for industry readiness as well as readiness for meeting the challenges of life. The IDP shall also involve various interventions – academic, extra academic, social and any other to help students develop their industry readiness index as far as possible.

The IDP should be the responsibility of mentors (full time faculty) which will be assigned to students. The mentor shall Understand the aspiration and ambitions of the students Be familiar with students background and all other details given in the IDP In addition, the mentor may seek such additional information as a facilitator fees is required for improving the mentorship and better mutual relationship with the mentee. The mentor shall meet students

at reasonable intervals to view performance and progress of the students with respect to milestones, targets and actuals achievements. The actuals should be compared with what is achieved and the gaps shall be rectified preferably as events are taking place on a real time basis through timely response action. The mentor's duties will include:

Report periodically details of the progress of the student with respect to milestones established and reasons for success along with the non-conformance for non achievements of targets. Response action should be taken in decreasing response time to meet the achievement goals derailing the milestones which should be recorded, reported and reviewed to make sure that the targets are duly met.

IDP should be a unique selling proposition of BRIMS to create a sense of bonding and effective fiduciary relationship between the students and the mentor and of course with the alma mater.

The IDP shall be recorded information and knowledge about students activities and progress to make sure that every student is taking care of and adequately nurtured and nourished with respect to their pursuit of their ambitions and realisation of their aspirations of management education and of life-long needs.