

Action Taken Report-Industry Academia meet held on 22 April, 2017.

COMMITTEES' RECOMMENDATIONS (SUBJECT/AREA WISE)

S.no. 01	Centre for Innovation & Entrepreneurship Development (CIED)	Core Subject	Action taken
1.	<ol style="list-style-type: none"> 1. The area experts proposed to imbibe entrepreneurial culture through curriculum, pedagogy, research and mentoring.” 2. BIMTECH should try and create a differentiated approach to encourage students to pursue entrepreneurship 3. Creation of ‘Tinkering labs’ for co-creation of prototypes with engineering students of nearby colleges. 		<ol style="list-style-type: none"> 1. 20 hrs course module on “Entrepreneurship” are included in Experiential Course “Managing self & career.” For the Batch 2017-19. 2. Entrepreneurship Lab (E-Lab) will be introduced for the students in the coming academic batch 18-20.

S.no. 02	HR-OB Area.	Core Subject/SPL	Action taken
1.	<p>The Area committee is of the view that</p> <ol style="list-style-type: none"> 1. The need and objectives behind initiating a course on Leadership Labs was also shared. A detailed presentation was made and inputs related to content and process were solicited from the invited experts. 2. Experts suggested 4 avenues which students usually take after their course: 3. Corporate Career 4. Entrepreneurship 5. NGOs and other not-for-profit organizations 6. Research work 		<p>30 hrs New Experiential Course <u>Leadership Experience and Attitude Development: LEAD (LEAD)</u> has been introduced from the, Batch 17-19. LEAD is a pure experiential course aimed to develop students with necessary leadership skills for a successful career ahead. LEAD will provide an opportunity to each and every student to experience, develop and hone their leadership skills.</p>

	<p>It was then realized that concentrating on too many competencies might be detrimental and the focus should be on only a few competencies, preferably 3 or 4. Then the batch size was discussed and the ideal number was decided as 15. Operational problems came into picture about how to handle the whole strength of students with a batch size of 15 each. There was a discussion about restricting entry and then what problems might come if that is done. Experts suggested that Large Group Interventions could be adopted as an alternative. Faculty members pointed out that this course was to be organized for all the 240 students. The group finally decided to concentrate on the following competencies:</p> <ul style="list-style-type: none">A. Emotional Intelligence (all 5 elements)B. Listening SkillsC. Influencing and Inspiring othersD. Resolving ConflictsE. Feedback and CoachingF. Managing AdversityG. Sense of Ownership	<p>The basic premise of this course is '<u>Learning by Doing</u>'. LEAD will help in identifying selected potential leaders who are likely to outperform in their career.</p> <p>LEAD is designed to give hands-on experience and boost confidence and competence of students as a leader. This course will put the participants in challenging situations, so that they emerge as balanced professionals of tomorrow.</p> <p>The course aims to develop a leadership mind-set and the ability to build and steer a strong and committed team. The course will train the participants to resolve conflicts and rise above individual self-interest and work for common goals and objectives. <u>The identified top performers in this course will be certified for the same.</u></p>
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S.no. 03	Economics Area	Core Subject/SPL	Action taken
1.	<p>After significant discussion the panel came out with the following suggestions:</p> <ol style="list-style-type: none"> 1. Enhancement of understanding of the behavioural environment amongst students. The reference here was to the ability to understand that there are multiple stakeholders within an organisation and students should appreciate their diverse expectations. 2. There was a discussion on depth vs. width in the curriculum and the suggestion was that greater depth in a narrower area should be offered to the students in their field of specialization. Eg., In the Operations Area students should specialize in one of several areas such as Manufacturing Operations or Service Operations or Supply Chain Management and so on. 3. Greater emphasis is needed for softer skills such as coordination, execution, leadership and teamwork. 4. Students should be encouraged to understand issues around Enterprise Risk Management. 5. There is a mismatch in expectations of recruiters and students in terms of the role 		<p>New Course “Global Business Environment” are introduced.</p>

and working environment. This needs to be corrected. They need to understand that at the start of their career they need to go through the grind and spend time in the field or on the shop floor.

6. Greater global component should be there in the programme. Students should have the capability of identifying and profiling potential international entry options in terms of countries and markets.
7. Students should be able to understand and manage contradictions and dichotomies in the work place. For example the dichotomy of a happy customer and a happy employee.
8. Students should be encouraged to do more project based learning in real world environments.
9. Students should be prepared for the rigours of the corporate world where 15-16 hour work days at the desk or away from the desk is a norm. Rigour on campus in a fully residential programme should prepare students for this real world work environment.
10. Students should be taught to learn and get clarity on their job in terms of their role, responsibilities and expectations.

	<p>11. Students should understand the importance of aligning with the expectations of the organisation and their superiors.</p> <p>12. Students should be encouraged and trained for lateral thinking, ideas, imagination and Innovative Thinking for enabling them to come out with unconventional and path-breaking solutions to problems.</p>	
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S.no. 04	Corporate Social Responsibility :CSR	Core Subject/S PL	Action taken
1.	<p>1. The objective of this group consultation was to solicit suggestions as to how concept and imperative of “Responsible Business” may be embedded in curriculum of PGDM</p> <p>2. Members were also apprised about internship and provision of short term projects which also provide a window for the students for experiential learning.</p>		<p>1. Course on Responsible Business has already been introduced.</p> <p>2. From the current Batch of 17-19, PGDM Programme has opened windows for STP(Short Term Project), SAP(Social Action Project) etc, so that students can get the platform to expose them to the real life corporate challenges and problems. Short term projects helps the students imbibe &</p>

		<p>comprehend concepts dealt in the class.</p> <p>3. The Objective of SAP is to help student project teams apply their theoretical knowledge and concepts to address significant business/managerial Issues for social cause.</p>
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S.no. 05	Poor Performance	General Topic	Action taken
1.	<ol style="list-style-type: none"> 1. Some kind of assessment should be done to identify the skills and competencies of the students in the beginning of the session. 2. A clear thinking on how to define the slow performers should be formed. 3. Slow performers should be paired with the fast performers in the team tasks. 4. The teams should be structured with students having different skills. 5. Balance score cards and the personal strategy management tools should be introduced. 6. Students should be encouraged to identify their own area of interest. 7. A module on time management should be introduced. 8. More industry exposure should be given to the students to encourage hands-on learning. 		<ol style="list-style-type: none"> 1. The program will collect information regarding poor performance/laggards on the basis of assessments done by the respective course incharge. 2. The faculty concerned will take appropriate steps towards the students better performance 3. Meeting of students falling below 5 TGPA to be called to address and sensitize the students about their performance. 4. Two windows for STP as well as social excursions have been introduced.

	<ol style="list-style-type: none">9. Exercises like 'Dare to Fail' should be introduced to encourage free thinking.10. Giving students opportunities to get associated with sports, liberal arts, etc through which they can relax whenever they feel stressed out.11. In objective type questions give options of selecting the answers which are close to the right answers rather than asking them to select one right answer out of four.	
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Sr.Manager PGDM Programme.