



**Institute of Management,
Nirma University**

**Institutional
Development Plan
(IDP)**

2025 to 2030

Executive Summary

The evolving landscape of education and recent government reforms present a dynamic mix of opportunities and challenges for institutional advancement. The Institutional Development Plan 2025-2030 was prepared after understanding the macroenvironment in which the Institute of Management, Nirma University (IMNU) operates. Environmental Assessment and Analysis (International, National, and State Scenario) was conducted to get a comprehensive perspective of the environment.

A systematic process was followed for preparing the plan. It included, formation of the steering committee, review of the institutional development plan 2020-2025, examining vision and mission of the Institute, meetings with stakeholders, referring relevant documents, Political, Economic, Social and Technological (PEST) analysis, and final writing of the document.

After due deliberations with all the stakeholders, following four goals have been framed for the Institution. Goal 1: To Prepare Students to Adapt to the Dynamic Business Environment, Goal 2: To Attract, Retain, Engage, and Nurture Human Capital, Goal 3: To Strengthen the Research Ecosystem, and Goal 4: To Augment Stakeholder Engagement. Four strategies were prepared for each of the goal to help achieve the goals.

Monitoring and review of the plan was designed for continuous tracking of the plan's execution. Data sources have been suggested for gathering information. Quarterly and annual reviews and reports are planned. Corrective actions and root cause analysis has been advised to identify and plug shortfalls in implementation of the plan

An Institutional Development Plan is a roadmap for an institution to achieve its long-term vision and mission. To ensure its success, periodic review of implementation of strategies of each goal would be done. Implementing this well-crafted 5-year institutional development plan will help the institute adapt to the evolving educational landscape, maintain competitiveness, and meet the ever-changing demands of students and the industry.

1. Need of the Institutional Development Plan

Management education has undergone significant transformation over the past two decades, both globally and within India. In this context, The National Education Policy (NEP) 2020 provides key recommendations for curriculum innovation, interdisciplinary learning, and institutional autonomy for further development.

The Institute of Management, Nirma University, earlier known as Nirma Institute of Management, was established in 1996 as an autonomous institute. The Institute runs a diverse set of programmes, and today it has a combined student strength of over 2100 across all programmes. The students represent a pan India diversity. Strategic planning for the institute is warranted for its further growth.

The Institutional Development Plan (IDP) serves as a strategic blueprint to navigate the next phase of Institute's development. It will define clear developmental priorities, and strategic initiatives for the period 2025–2030—enabling the Institute to innovate, adapt, and advance its mission in a structured and sustainable manner.

2. Process of Development of Institutional Development Plan

The process followed a systematic approach, from formation of the steering committee to the preparation of the plan. Following sections highlight the process.

2.1 Formation of the Steering Committee

A Steering Committee for preparation of the Institutional Development Plan - 2025 to 2030 was constituted by the Director, Institute of Management on August 1, 2024. The committee was entrusted with the responsibility to review the earlier plan and prepare the next plan.

2.2 Review of the Institutional Development Plan 2020-2025

The Steering Committee reviewed the earlier plan for the period 2020 - 2025. The goals and strategies of the earlier plan were analysed, and achievements and shortcomings were noted. The work was carried as per the University guidelines. The activities, as per the university checklist, were carried out and presented in the review meetings.

2.3 Examining Vision and Mission

Nirma University has its vision which is followed by all the constituent institutes of the university. The Institute examined its existing mission and found that it aligned well with the goals and activities of the Institute.

2.4 Meetings with Stakeholders

The Steering Committee outlined four tentative goals for the IDP 2025-30. Meetings with major stakeholders, faculty members, staff members, alumni, students, peer institutes, and recruiters were held, and four goals were put forward as anchors for discussion. The meetings were held from January 4 to January 11, 2025. Inputs from these stakeholders were noted and were deliberated and incorporated in refining the goals and framing the strategies.

2.5 Referring Relevant Documents

The relevant internal documents such as the Checklist for IDP, Planning the Plan 2025 – 2030, UGC Guidelines for Institutional Development Plans for Higher Education Institutions (HEIs), Statement of Envisioning the Future (2020 - 30) were referred for formulating the plan.

The relevant external documents such as World Economic Forum reports, UGC Guidelines: Institutional Development Plans (IDP's) for Higher Educational Institutes (HEI's), NITI Aayog: Improving the Culture of Research and Development (R&D) in State Universities and Institutes, Federation of Indian Chambers of Commerce and Industry (FICCI): Higher Education in India – Vision 2047, National Education Policy 2020 (NEP 2020): Part II Higher Education were referred to align the plan with the broader environment.

2.6 PEST Analysis

The Institute undertook an analysis of its Political, Economic, Social, and Technological environment (PEST). National Education Policy (NEP) 2020 was primarily reviewed in political analysis. Placement scenario was examined in economic analysis. Requirements of Gen Z students were studied in social analysis, and AI usage was assessed in technological analysis. A section below in this report further highlights the PEST analysis

2.7 Preparation of the Plan

The draft plan was prepared according to the guidelines prescribed by the university while taking into account the other relevant documents as mentioned above. This plan was further refined and finalised in the subsequent Steering Committee meetings.

3. Environmental Assessment and Analysis (International, National, and State Scenario)

Environmental Assessment and Analysis was done to understand the practices and trends in higher business education at international, national, and state level.

3.1 International Environment: To remain competitive, there is a need to adapt to technological advancements, international trends and the geopolitical shifts as the landscape of management education is constantly evolving.

3.1.1 Global Trends in Education: To maintain competitiveness globally, top business schools collaborate with foreign universities, include dual degree programmes and pursue international accreditation (e.g., AACSB, EQUIS, SAQS).

3.1.2 Technological Advancements: With the advancements in the technology, we have to remain adaptive towards new technological reforms with respect to teaching and infrastructure.

3.1.3 Geopolitical Factors: Our educational credibility will enhance the opportunities for attracting students internationally.

3.2 National Environment: Factors such as government policies, economic conditions and growing demand for management education play an important role in formulating our strategic direction.

3.2.1 Government Policies & Regulations: Shaping the strategic direction for management institutions, initiatives like NIRF, NBA, NAAC and NEP 2020 bring a focus on quality, innovation, and skill-based education. Regulatory bodies like AICTE and UGC play a role in curriculum design, accreditation, and funding, and we need to keep a track of the developments taking place.

3.2.2 Economic Conditions: We must be resilient towards uncertainties like economic volatility, inflation, and fluctuations in job markets which can impact student enrolment and placement rates.

3.2.3 Increasing Demand for Management Education: There is a rising demand for management education in the industry, the rise in entrepreneurship and the literacy level of people towards education will open new avenues for growth, and we should leverage our strengths to avail the opportunities.

3.3 State Environment: State can be the direct influencer to the performance of management institutions, with respect to educational policies, infrastructure norms, and industry presence (admission priorities, conducive ecosystem, etc.).

3.3.1 State Government Support: Policy initiatives to promote higher education and skill development with grants, incentives, and collaborations with industry. Such support can provide opportunities for growth in many regions Ex. GIFT City in Gujarat.

3.3.2 Industry Presence: States with a strong industrial base, offer more opportunities for industry interaction, collaboration, internships, live projects and placements (Multiple Clusters, Semiconductor hub, etc.), and we are better placed to take these opportunities.

4. PEST Analysis

The institute undertook a Political, Economic, Social and Technological (PEST) Analysis for preparing the IDP. In political analysis the impact of NEP 2020, UGC, NAAC regulations and NIRF was considered along with the state's educational policies. High demand for managerial talent and the economic slowdown that may impact admissions and placements were considered in the economic analysis. Table 4.1 presents key points of the PEST Analysis.

The social analysis considered Gen Z learners, their demands for experiential, tech-enabled and purposeful education along with focus on diversity, equity, and inclusion. As part of the technological analysis, influence of AI, data analytics, learning management systems that can transform pedagogy along with tools such as simulations, digital case tools and MOOCs that can enhance learning outcomes were carried out effectively.

Table 4.1 PEST Analysis

Factor	Key Points
Political	- NEP 2020 promotes autonomy, research, and multidisciplinary education.
	- UGC, NAAC regulations and NIRF influence academic quality and governance.
	- Gujarat education policies enhance institutional development.
Economic	- High demand for managerial talent due to growth in services and start-ups.
	- Institutes diversify revenue via executive education, consulting, and online modes.
	- Economic slowdowns affect admissions and placements; risk management is essential.
Social	- Gen Z learners demand experiential, tech-enabled, and purposeful education.
	- Focus on diversity, equity, and inclusion shaping academic environments.
	- Soft skills, emotional intelligence, and adaptability increasingly valued.
Technological	- AI, data analytics, and learning management systems transform pedagogy.
	- Simulations and digital case tools enhance practical learning outcomes.
	- MOOCs and hybrid delivery models gain prominence post-COVID-19.

5. Developmental Goals

After due deliberations with all the stakeholders, following four goals were framed for IMNU.

Goal 1: To Prepare Students to Adapt to the Dynamic Business Environment

The Institute aims to equip students with the skills and mindset required to navigate uncertainty and change. This is achieved through an industry-aligned curriculum, experiential learning, multidisciplinary exposure, and emphasis on digital competencies, innovation, and leadership development.

Goal 2: To Attract, Retain, Engage, and Nurture Human Capital

To maintain academic excellence, the Institute focuses on recruiting qualified faculty and staff, supporting continuous professional development, and fostering a collaborative and inclusive institutional culture. Recognition and performance systems further drive engagement and retention.

Goal 3: To Strengthen the Research Ecosystem

The Institute is committed to advancing impactful research by supporting publications, offering internal grants, encouraging doctoral research, and building collaborative linkages with academia, industry, and policymakers.

Goal 4: To Augment Stakeholder Engagement

Stakeholder relationships are enhanced through active alumni involvement, industry collaboration, feedback-driven improvement, community outreach, and transparent communication. These efforts aim to reinforce relevance and institutional credibility.

6. List of Strategies for Each Goal

Table 6.1 below lists the strategies designed to achieve each of the developmental goals.

Table 6.1 List of Strategies for Goals

	Particulars
Goal 1	<i>To prepare students to adapt to dynamic business environment</i>
Strategy 1	To foster students' academic growth through contemporary knowledge
Strategy 2	To enhance students' professional skills through practical exposure
Strategy 3	To enrich students' industry exposure and practical business experience
Strategy 4	To enrich professional growth by facilitating co-curricular and extracurricular learning experience.
Goal 2	<i>To attract, retain, engage and nurture human capital.</i>
Strategy 1	To facilitate professional development for faculty members.
Strategy 2	To facilitate professional development for non-teaching staff.
Strategy 3	To promote employee engagement.

Strategy 4	To enhance professional external collaborations
Goal 3	<i>To strengthen the research ecosystem</i>
Strategy 1	To increase the quality of publications
Strategy 2	To facilitate research projects
Strategy 3	To promote cross-functional research
Strategy 4	To strengthen research environment
Goal 4	<i>To augment stakeholder engagement</i>
Strategy 1	To promote corporate outreach
Strategy 2	To promote alumni engagement
Strategy 3	To improve students' perception
Strategy 4	To improve quality of placements

7. Monitoring and Review Mechanisms of Institutional Development Plan

Monitoring involves continuous tracking of the Institutional Development plan's implementation. It ensures that activities are progressing as planned. Data would be gathered systematically through reports, surveys and feedbacks, academic performance reviews, and industry trend analysis.

To ensure transparency and accountability, reporting mechanisms would include quarterly and annual progress reports, and annual review meetings. If certain goals are not met, corrective actions would be taken. Root cause analysis would be conducted using tools like SWOC analysis, gap analysis. Continuous improvement methodologies like PDCA (Plan-Do-Check-Act) will be applied. Figure 7.1 below gives a broad picture of the monitoring and review plan.

Implementation Structure



Figure 7.1 Closed Loop Monitoring of the Institutional Development Plan
